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ABSTRACT

An historical account of the creation and development of the UNESCO Institute for Education (UIE) is presented. Written in honor of the 50th anniversary of UIE, this institutional history begins with a series of seven prefaces and memoir essays about the organization written by UIE administrators, board members and researchers. Two chapters detail the founding and establishment of UIE, and present short portraits of these seven UIE pioneers: John West Robertson Thompson, Minna Specht, Paul Lengrand, Gottfried Hausmann, Paulo Freire, Bogdan Suchodolski, and Maria Montessori. Following these is a chapter, organized by decades, devoted entirely to the activities of UIE since its inception. The final chapter focuses on the present day activities of UIE and its current emphasis on lifelong learning and non-formal education. Publications of the UIE are next featured, including photographs of covers of the International Review of Education and other selected publications. Captioned photographs of both the founding and current staffs precede brief biographies of all UIE directors. Historical essays are included from these three UIE directors: Tetsuya Kobayashi, Ravindra Dave, and Paul B,langer. Among the final lists and appended material

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are a list of governing board chairpersons; a list of governing board members from 1951-2002; a UIE chronology; a list of UIE conferences from 1952-2002; and an index of the 45 photographs included. (AJ)

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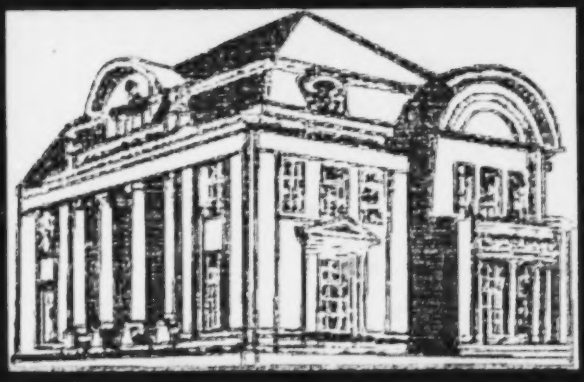
Towards an Open Learning World



50 Years

UNESCO Institute for Education

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TABLE OF CONTENTS

2–3 Greeting from the Director-General of UNESCO **Koïchiro Matsuura**

3–4 Preface by the Chairperson of the Governing Board of the UNESCO Institute for Education **Justin Ellis**

5 Greeting from the President of the German UNESCO Commission **Klaus Hüfner**

6–7 Foreword by the Director of UIE **Adama Ouane**

8–17 **Personal Remembrances by Three Close Associates of the Institute:**
8 **Kasama Varavarn**
An Institute in Transition
10 **Irène Alenfeld**
Old Affections Never Fade, or What I Love about UIE
13 **Joachim H. Knoll**
One World, Many Cultures

18–25 **A "Special Project":**
The Establishment of the UNESCO Institute for Education

26–34 **Portraits from the Pioneering Days of UIE:**
26 John West Robertson Thompson
27 Minna Specht
28 Paul Lengrand
29 Gottfried Hausmann
30 Paulo Freire
31 Bogdan Suchodolski
32 Maria Montessoris speech at the first meeting of the Governing Board on 19 June 1951

35–45 **From Post-War Experiment to Institution:**
50 Years of Educational Activity by the UNESCO Institute for Education

46–51 **UIE Today:**
Non-Formal Education and Lifelong Learning: The Heart of UIE's Work Fifty Years On

52–53 **The International Review of Education**

54–57 **A Selection of Publications**

58–59 **The Staff of UIE Fifty Years Ago and Today**

60–64 **Directors**

65–74 **Three Former Directors Look Back at UIE:**
65 Tetsuya Kobayashi
67 Ravindra Dave
73 Paul Bélanger

75–77 **Views of UIE**

78 **The Governing Board Today**

79 **Chairpersons of the Governing Board**

81-82 **Members of the Governing Board 1951-2002**

83 **Chronology**

84-101 **List of Conferences 1952-2002**

102 **Index of Illustrations**

GREETING

KOÏCHIRO MATSUURA
Director-General of UNESCO

Adult and lifelong learning are central to the mandate of UNESCO. They constitute an area in which the comparative advantage of our Organization is indisputable. The Organization is equally proud of its achievements and its far-sighted strategy to promote learning throughout life. In this venture, UNESCO has made sustained efforts to give learning the highest prominence and to resist the easy tendency to confine education, training and learning to the realm of formal schooling or the world of work and wealth creation. UNESCO has made strong commitments to promote and value cultural learning, intergenerational learning and peer interaction. Moreover, it has sought to widen the scope of learning beyond mere instrumental and pragmatic goals in order to encompass values, ethics, and personal and social responsibility. These emphases draw sustenance from the constitutional mission of UNESCO, where it is stated that

> "the wide diffusion of culture, and the education of humanity for justice and liberty and peace are indispensable to the dignity of man and constitute a sacred duty which all the nations must fulfil in a spirit of mutual assistance and concern".

Humanizing globalization, freeing education from the tyranny of market forces, multiplying opportunities to learn - and, if necessary, to unlearn - are at the heart of the mission of the Organization.

That education is more than schooling has long been widely acknowledged. It is generally accepted that learning to be is just as important as learning to know or learning to do, and that learning is also about finding ways to live together in peace, mutual respect and harmony, and for the continuous transformation of human beings and their social relations. Why, then, do educational reforms lag behind? Why are educational policy-makers so reluctant to transform current practices and put these goals at the top of the educational agenda?

One institution which from the outset embraced a broad and holistic vision of education, and which has remained committed to this vision over many decades, is the UNESCO Institute for Education (UIE). Under the aegis of UNESCO, and with the wise and skillful guidance of its Board, the Institute has, over the past half-century, contributed to research, documentation, training, policy development and dialogue in the area of adult and lifelong learning. Meanwhile, UIE has gained worldwide recognition as a centre of excellence and a clearing-house at the service of Member States, partner agencies, private institutions and foundations, non-governmental organizations (NGOs), community-based organizations (CBOs) and civil society organizations (CSOs).

The Fifth International Conference on Adult Education (CONFINTEA V, Hamburg, 1997) and more recently, the World Education Forum (Dakar, 2000) gave new impetus to UIE. These two major forums opened new avenues to the Institute, entrusting it with a clear, challenging mandate to follow up their recommendations in its recognized fields of competence, namely, literacy, non-formal education, adult basic education and lifelong learning. The relevance of this mission, set forth in the Hamburg Declaration and adopted by CONFINTEA, was strongly reiterated in the Dakar Framework for Action. The Institute's shared re-

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sponsibility is still increasing, as the international community has turned to UNESCO to lead the drive for basic education for all. At the same time, the call for lifelong learning is getting louder and more insistent.

In celebrating the 50th Anniversary of UIE, we are keenly aware of the tasks ahead and would like to encourage the Institute to continue its innovative and conscientious work with the same determination, professionalism and imagination as in the past. UNESCO looks forward to the continuing contribution of UIE to the Organization's mission and would like to record its gratitude to all Board Members, observers, the staff of the Institute and its directors for their dedication and achievement. I would also like to express my gratitude to the Member States whose sizeable extra budgetary resources made possible the Institute's past accomplishments and whose present and future support are vital for the Institute's continuing work.

JUSTIN ELLIS

Chairperson of the Governing Board of the UNESCO Institute for Education

Eleven years ago, in November 1990, I arrived at UIE in Hamburg for a course in post-literacy. I was in a state of some puzzlement, as I had just been appointed as a civil servant in the government of Namibia, which had achieved independence some eight months before. The new government wanted to make a serious effort in adult education, as part of the process of reconstruction, following the end of South African rule. However, there were not many clear instructions as to what was to be done. My experience was of fighting various governments, rather than of being in one, and of supporting the education of Namibian exiles in refugee camps in the then Frontline States in Southern Africa. Being at UIE for a few weeks was therefore highly opportune, and I remember, besides the course, many discussions with the staff of UIE, and digging in the library. Paul Bélanger was a new Director then, and stil finding his feet, and the staff included Adama Ouane, the current Director.

A few years later I was invited to join the Governing Board of UIE. I felt greatly honoured to be part of such a unique international body, which seemed to have avoided the killing formality of many UN organisations. UIE also took part in the first evaluation of our National Literacy Programme in 1995.

By the way, again with UIE assistance, we have included post-literacy in our programme. Namibian adult learners can now complete the equivalent of a primary certificate and continue their studies with the Namibian College of Open Learning or use other options. As a country we are officially committed to building a

PREFACE

"learning" nation using the concept of lifelong learning that UIE has done so much to develop. With a small population and economy, we are much in need of the research capacity and norm-setting activities of international bodies.

I believe it was also in 1995 that UIE received the exciting challenge that we were to organise, under UNESCO auspices, the Fifth International Conference on Adult Learning. This was a difficult process conceptually and organisationally. But working with so many governments, NGOs, research bodies, etc, was exciting! Probably the biggest challenge for me at that event in July 1997 was to chair the drafting committee of the conference, with a text of about twenty pages, and 200 last-minute amendments. Fortunately most of the changes were editorial so somehow deep in the night the job was done.

The last two years have also been difficult for UIE as we have struggled to cope with the surprise "restructuring" of support from the Federal Republic of Germany. However, the work of UIE has continued, even, it seems, with increasing vigour, conviction and commitment.

After all this, one must begin to wonder if UIE can perform well when there is not a crisis of some sort on the agenda, and the necessity of achieving the impossible!

In reflecting on the past decade and work of UIE, I must reluctantly admit that the kinds of changes we want to see in education systems are very difficult to achieve, elusive, and at best slow to come about. The scandal of poverty, after all, is still very much with us. Despite our ambitions and impatience, the results may just be seen by our grandchildren, when they are old. Perhaps one should not be surprised, considering how massive any education system is, and how much is at stake. Certainly, one needs a much longer perspective than the 10-20 years that any of us can hope to be influential in research or policy formulation. Now looking back over the fifty short years of UIE, one can, thankfully, see some progress. Specialised Institutes, with a "subversive memory" and a futuristic idea worthy of many lifetimes of dedicated work, may therefore continue to be of importance for human progress, especially, one hopes, for the poor, marginalised and afflicted.

GREETING

KLAUS HÜFNER
President of the German UNESCO Commission

"Be sure not to sell the inheritance
Our forebears left to us.
A treasure lies concealed therein."
(from: The Fables of LaFontaine, The Ploughman and his Children)

"People are Europe's main asset and should be the focal point of the Union's policies." Such is one of the key sentences in the EU Memorandum of 21 November 2001 on Lifelong Learning.

The UNESCO Institute for Education, with its operational base in the Hanseatic City of Hamburg, in Germany, and in Europe, has an important role as a UNESCO educational institution: the excellent academic and political relationship between the Institute and all world regions are a treasure "hidden" at the Albert Ballin house in the Feldbrunnenstraße. This potential may well bear fruit in the coming years, in our own enlightened self-interest, both for applied educational research in Germany and for the further development of programmes in Europe and throughout the world.

The time is right. We are at the start of a new and exciting drive for educational reform, stimulated in part by the agreements reached by the international community at the World Education Forum on "Education for All" in Dakar in April 2000, by major international comparative studies produced by the OECD (most recently the PISA study), and recommendations of the German Education Forum adopted in November 2001. It is generally accepted that the opportunities to learn provided by international co-operation must be systematically exploited in order to match education to the demands of the age.

The issues of knowledge transfer, the knowledge society and the knowledge economy are directly connected with those of ability to learn, opportunities to learn and knowledge production. Lifelong learning in the learning society which is coming into being does not mean 'self-education by chance' but complex political responsibility for actions affecting all age groups and levels of knowledge, in all corners and cultures of world society.

This being so, the core role of the UNESCO Institute for Education relates to key issues:

- What are the specific factors hindering and fostering the development of learning societies?
- How can new research findings on learning processes and language acquisition be applied?
- Given the huge influence of globalized information and communications technologies, how can knowledge be produced, exchanged and used for sustainable human development?

UIE has the potential to become an important centre of international co-operation for the next generation, a place where alternative globalization strategies can be worked out. UIE is ready to meet these challenges together with its partners. A good example is the adult education conference held in Beijing in July 2001 together with the American and Chinese Academies of Educational Science and the European Commission. The 31st General Conference of UNESCO honoured this initiative in November 2001 in its decision to place UIE on the same legal footing as the other international institutes of education.

I wish all the specialists working at and with UIE, and all UIE staff, continued good fortune and success.

FOREWORD

ADAMA OUANE
Director of the UNESCO Institute for Education

A Jubilee is always worth a celebration! This year the UNESCO Institute for Education (UIE) has turned 50. Admittedly, 50 years of mere existence do not deserve a special commemoration – although the Institute can perhaps claim some credit for just surviving half a century among the myriad competing institutions in the often troubled arena of international cooperation, an enterprise with noble and humane goals, but marked by rapidly changing priorities and time targets, cyclical decades of high hopes and broken promises, numerous ambitious commitments and unfinished agendas. This, however, is not what UIE is proud of, even though at this very moment the Institute is striving to secure its future existence.

UIE is proud of its continuing relevance, of the topical nature of its mission and mandate at a time when humankind is confronting major new issues and challenges. UNESCO and those who founded the Institute should be commended for their imaginative and far-sighted vision in assigning to UIE a task that has never lost its importance but, on the contrary, has gained increasing relevance over time. Those who have supported the Institute and those who have worked for it and with it should also take credit for these achievements.

Education, education and again education – this has always been UIE's mandate. Education for the twin ideals of freedom and responsibility was and is its fundamental mission. The work of the Institute has been characterised by the steadfast pursuit of the right to education and learning for all, irrespective of location or socio-economic conditions and circumstances. UIE had the courage to shape its programmes to the learning needs of the socially marginalised or those difficult to reach, at a time when resources and recognition were scarce in this area. More importantly, a clear and deliberate choice was made and tireless efforts were invested to "turn education around", continuously exploring fresh approaches, often against the weight of the mainstream current, and to provide informed and thoughtful analysis of complex and contentious issues when "quick-fix" solutions were in vogue.

Since its inception a few years after the Second World War, the Institute has boldly committed itself to education and re-education for peace and international understanding in the wake of that terrible war with its devastating consequences for humankind. Guided by eminent education specialists and activists, UIE anticipated or responded in a timely way to the most urgent contemporary educational demands and expectations. Following the passionate call made by Maria Montessori, it addressed the issues of early childhood education and development. Simultaneously, in the very year of its creation, the Institute organized the first conference on adult education, social participation and civic responsibility. Furthermore, it opted 30 years ago for lifelong learning as its conceptual and operational framework and the thematic focus of its programmes. UIE was also instrumental in the paradigm shift marked by the Fifth International Conference on Adult Education (CONFINTEA V) from adult education to adult learning

It is of course impossible to review comprehensively the wealth of activities and initiatives undertaken or influenced by the Institute throughout this period. It must suffice to refer

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to the main pedagogical trends that inspired them. These trends are linked partly to the concept of the pedagogy of the question, as promoted by Paul Lengrand, as against pedagogy based on naive and credulous certainty. They are also reflected in the pedagogy of the tragic, fuelled by humanism and optimism, as propagated by Bogdan Suchodolski. They have been equally marked by the pedagogy of the oppressed and the notion of critical consciousness-raising, developed by Paulo Freire with the aim of empowering the poor, in contrast to the "banking" form of education with its alienating characteristics. Finally, they are guided by the pedagogy of curiosity and joy in creative learning and teaching, tirelessly advocated by Gottfried Hausmann.

Today, learning throughout life is gaining greater recognition within educational discourse and striving to make its mark on educational practices and reforms in both developing and developed countries. The task of meeting the multifaceted learning demands of all people is still high on the agenda and the programme of action, at a time when sustained, quality basic education for all is yet to be achieved in many countries and remains a distant dream for many social groups and individuals. There is today much talk of lifelong learning in knowledge-intensive societies. At the same time, the ever-growing demand for learning and knowledge often meets with very limited and restrained responses, and in many cases minimalist, deficit-driven policies are imposed. These are issues that must be addressed if education is to become lifelong and life-wide. Adult learning is a key component of this education. As was forcefully underscored by CONFINTEA, learning in adulthood is a right, a tool, a joy and a shared responsibility. With the support of all partners and stakeholders, UIE will mirror, address and spread the transformative power of learning and will continue to pursue its forward-looking vision. The new goals set in the Dakar Framework for Action, in favour of basic education for all, provide a fertile and challenging ground for UIE to carry on its rewarding mission in the years to come.

Adama Ouane and Marcio Barbosa, Deputy Director-General of UNESCO, April 2001

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KASAMA VARAVARN

AN INSTITUTE IN TRANSITION

After years of close professional relationships between the UNESCO Institute for Education and the Thai Ministry of Education, I had the honour to serve on the Governing Board of the Institute for eight years from 1992 to 1999. When Dr. Paul Bélanger, the newly appointed Director at the time, approached me with the invitation, little did I realize that I would have the unique opportunity to witness and participate in the transformation of the organization that would influence not only the Institute itself but the professional world of adult education.

Looking back, I became aware that my participation in the Board itself represented one of the many changes that were to take place. The membership of the Governing Board was gradually broadened from distinguished researchers and academics to include those with more field experience, more representatives of NGOs and more women. Over the years, the Governing Board became more concerned about linking the work of the Institute to actual experience in the field, involving more representatives from the grass-root level, and network building. The tempo and the discussion style of Board meetings also changed markedly, becoming less formal with more dialogue and fewer ready-made answers.

The organization of the Fifth International Conference on Adult Education in 1997 reflected many of the new visions of the Institute, starting with the courage to host the Conference in the beautiful City of Hamburg and the determination to organize the conference in such a way that it would demonstrate the principles of adult education and the joy of learning.

During the conference, representatives of government and NGOs were given equal status. Special efforts were made to bring adult learners and grass-root workers to the conference so that they could share their experiences. To this day, a primary school graduate folk singer from Thailand who was invited to perform at the inauguration still cherishes the memory of "my Conference". Even though the target 50 per cent representation of women was not achieved, more than 30 per cent of the participants were women and the large majority of the key positions in the Conference were held by women.

For most participants who were used to formal meetings, the Conference is remembered for the colourful presentations, exhibitions and street fairs where field experiences blended naturally with theoretical discussions.

For several months before and after the Conference, hundreds of people met to discuss, to plan and to review the ten thematic workshops ranging from traditional adult education topics such as literacy and basic education to emerging issues such as the media, culture and the economics of adult learning.

For many months and many years to follow, the lessons learned and the experiences shared inspired adult educators and learners across the globe to pursue the new vision of adult education.

As a Board member and as Chairman of the Governing Board for two years during the most difficult times of the Institute, I fully recognize that the transformation of the Institute was

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painful but necessary. Too often, the financial stability and the spiritual integrity of the Institute were at stake. Without the vision, the courage and the unyielding struggles of Dr Paul Bélanger and the self-sacrificing staff of UIE, it would not have been possible for the Institute to pull through and make a contribution. Special tributes must also be made to the members of the Board, who were united in their commitment and worked tirelessly through whatever channels were available to support the Institute in this transformation.

I strongly regret leaving the Board at a time when many of the problems remained unsolved. But I am proud to have served on the Governing Board during the time that the Institute demonstrated its firm commitment to the vision and the principles of adult learning. We may not have fully fulfilled our mission, but during the last half of the twentieth century, the UNESCO Institute for Education justified its existence by continuing to demonstrate that we can make a difference.

As the Institute continues its journey into the future, I wish to offer my best wishes to Mr. Justin Ellis, the Chairperson of the Governing Board, and Dr Adama Ouane, both of whom have been the pride and the strength of the Institute for decades and who are in a unique position to build on her rich experiences and wisdom.

Kasama Varavarn

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IRÈNE ALENFELD

OLD AFFECTIONS NEVER FADE OR WHAT I LOVE ABOUT UIE

When I was young, I wanted to discover the world. I was lucky: it opened up to me. I took my few bits and pieces and moved from Berlin to Paris: my parents could add little to my baggage but the gift of a liberal education in which literature, art and history figured large. I studied languages at the Sorbonne, spent some time at the London School of Economics and had my first experience of conference interpreting in Paris. And one day my colleagues sent me to America to widen the horizons of a convinced Francophile.

Why am I saying all this, when I am supposed to be reporting on my thirty-odd years of association with the UNESCO Institute for Education in Hamburg? To point out that I first gained some experience of the world, before putting it to good use and building on it at UIE. In the United States I criss-crossed the vast continent with German groups being instructed in all manner of topics under the general heading of "education for democracy".

Eventually I had had enough. The world was a big place, and there was still much to discover. I had saved up over three thousand dollars, which was then a lot of money, and so I spent almost a year travelling on my own in Asia. There was scarcely a country which I did not explore. Doors opened for me: I visited schools, I saw plays in towns and villages, religious festivals, universities and factories, temples and mosques, museums and places of interest of all kinds, and I attended musical performances that lasted for nights on end.

When I returned to Germany, the world was suddenly very confined; there were borders everywhere, including in people's heads. I felt lost and out of place. And as I no longer had a pfennig to my name, I soon went back to conference interpreting.

One day, colleagues recommended me to the UNESCO Institute for Education, which was looking for an interpreter able to work between French and English – a rarity in Germany at that time. So I arrived at the Feldbrunnenstraße for the first time, I think in 1967. It was still No. 70 then, the comfortable old patrician house that always reminded me of the early novels of Thomas Mann, although these were in fact set in Lübeck rather than among the Hamburg patricians. The old house groaned in every joint, there were so many offices and people squeezed in, the wooden stairs creaked at every step, and the entrance hall was the village square. That was where I rediscovered the big wide world once more, a perspective that looked beyond Europe, and the problems of the Third World which I had seen and experienced on my travels. I also found joie de vivre, spontaneity and a more measured pace of life, a smiling politeness which was generous and yet self-effacing.

I am sure that I am not expected to describe in full the academic changes in emphasis that have taken place over thirty and more years of working with UIE. From the list of international seminars held in 1966/67 it is clear nonetheless that research and co-operation with developing countries were becoming more important at that time, and that the focus was no longer on Europe, all of which closely matched my own

interests. However, I did serve as a guinea pig at one of these early seminars for an illustrious group of European teachers of mathematics experimenting with "modern maths", which had mercifully been unknown when I was at school. I concluded that I detested the subject even in its new guise.

On another occasion in those early years I was ordered by Albert Legrand, the Director, to retranslate the constitution of UIE. And for an interpreter who is conditioned to react at speed, there is nothing worse than having to make a thorough, painstaking translation of a legal document and check it for consistency. But enough of anecdotes, which are essentially a private matter, although it will readily be appreciated that I have learnt a thing or two over the many years from the staff, being in a position of trust and familiar with the Institute, albeit still an outsider and not involved in its internal workings. And while I may have spent my entire life working as a freelance conference interpreter, I have discovered that within the highly respected UIE there have, as in any family, been personal crises, feuds and quarrels, some – but not all – of which ended happily.

When I first got to know UIE, it was only just out of its infancy, so to speak. And as with any life, the Institute had to cope with growing pains, which was not always easy for the staff. Sometimes the crises were of pubescent vehemence, although it must be admitted that there was more at stake than in one individual life: the future funding of the Institute, the evaluation of what had been achieved, new directions in research, the academic reputation of the Director, and more.

I remember the major shifts in direction at UIE above all as contests of words. These have concerned reform in the education systems of developed and developing countries, the co-ordination of research projects under the broad umbrella of "Learning to be", schools as an integral part of lifelong learning, and so on. The world has moved on, the premises of our days have changed, and information and communications technologies have accelerated the process at a dizzying pace. But where has it all been leading? UIE has acquired new functions, and new ideas have been batted back and forth between their eager proponents like ping-pong balls: lifelong learning, the civil society, functional illiteracy, post-literacy – the latest revelations of key international conferences gave meaning to these linguistic terms. And yet there has still been good old-fashioned adult education, which was indeed given pride of place in 1997 at the CONFINTEA Conference in Hamburg. UIE outgrew itself in order to take on this mammoth task, as was reflected in the number of languages and interpreters. Arrangements have usually been much more modest, with a limited number of languages and interpreters – in order to save money! For many years I have worked chiefly with Nadine Kieffer: we are an old-established ragamuffin firm like Punch and Judy.

I might mention another happy coincidence which has made UIE doubly dear to me. Almost next door to the Institute I discovered somewhere that held a mirror, as it were, to all the thoughts and concerns that I came to know at UIE, and showed me another reflection of these: the Hamburg Museum of Ethnology, which not only contains the splendid collec-

tions of early ethnologists, but has also – thanks again to the efforts of Professor Hausmann – adopted a new approach over the years, which has been of great benefit to me. In my spare time I was offered a varied array of impressions of our world from all five continents: small wonder, therefore, that I have continually praised this treasure house in glowing terms, thereby encouraging many a delegate to visit it. It has to be said, though, that I may have caused some embarrassment by admiringly comparing the heads of African visitors to the beautiful bronzes and terracotta figures by Yoruba and Benin artists, since considerable attention is still being paid in Africa to ancestor worship and ritual practices!

Among the many staff members and delegates whom I have always been delighted to meet again from year to year I should like in conclusion to mention one by name: Uschi Giere, Head of the Documentation Centre and Library, with whom I often had such lively discussions behind the booths, in the coffee breaks and at the Institute's large and happy gatherings. Suddenly she has left us, so quickly, and now she looks at us wide-eyed from her portrait in the library, while in her former office there still hang the North German landscapes that she so loved: those delicate, grey-green distant views of land and sea, so often dissolved in mist.

Irène Alenfeld

12

JOACHIM KNOLL

ONE WORLD, MANY CULTURES

Impressions

This title, inspired by the goals implicit in the 1945 constitution of UNESCO, may appear too emotional and euphemistic for a short article which sets out merely to present a few observations and reminiscences and to describe common endeavours. But if judged correctly, the title does encapsulate the attitude of that young generation, to which I belong, which lived through the end of the Second World War and the defeat of nationalist delusions, and developed the ideals of lasting peace and mental and moral solidarity. The so-called war and post-war generation coalesced around the motto "si vis pacem para pacem". Albeit not all of us. But out of this generation grew the early enthusiasm for Europe and the beginnings of internationalism in Germany.

The internationalist mood of the democratic new beginning after 1945

It is only by thinking back to the young generation after 1945 that we can explain why it is that so many brave ideas and hopes of reform, expressed in emotional language, found their way into circulation. International organizations indeed still look forward to a time when people will have the tolerance and friendship for others to be able to live together in harmony.

UNESCO was one of the bodies that arose out of this spirit, and it certainly took a canny step when it established an educational institute in the Free and Hanseatic City of Hamburg, a place known both for its republican sentiments and for its respect for the value of the individual. The UNESCO Institute for Education was founded here 50 years ago, and can today look back on its subsequent history with some pride.

I can express my personal gratitude by summarising my impression as follows: over the years, the Institute has been a place where serious academic work has been combined with a noble belief in the human desire for peace, where education for all has been promoted and indeed demonstrated, and where organizational competence has produced splendid and far-reaching achievements.

When I came to the University of Hamburg in 1959 after an excursion into journalism, my then mentor, Hans Wenke, whose links with the UNESCO Institute were both official and personal, pointed me towards the Institute with the following succinct words: "If you happen to pass the Institute on your way to the University" – I was then living in the Heimhuderstraße – "you shouldn't hesitate to look in". I have looked in many times since, and I could not have done much of my research and writing about adult education without the help of the Institute, although my visits have sometimes been infrequent, particularly when I moved to take up an academic post in Bochum.

With the aid of advice from many quarters and much quiet encouragement, my Institute in Bochum came to be a centre for international and comparative adult education, and my students and academic seminars benefited from what I learnt from my Hamburg retreat.

In the early 1960s, the UNESCO Institute was still housed at Feldbrunnenstraße 70, where the Department of Sport Science has now set up

camp. The move was made in 1978, since when the UNESCO Institute has been at Feldbrunnenstraße 58. This was the town house of Albert Ballin, the Anglophile shipowner, in whom were recognisable the features of assimilated Hamburg Jewry. The location perhaps has a hidden significance in that the Institute, situated between the University buildings and many of the consulates, between the Media Centre and the Dammtor railway station, and surrounded by elegant town houses still faintly redolent of bourgeois living, has become both an international and a Hamburg institution.

What fascinated me first of all about the Institute – and at the time this was still an exciting novelty – was the mixture of people of differing languages, colours and nationalities, all of them self-evidently motivated by the serious desire to found a new world which would respect the full range of cultural values. Education, it was and still is thought, could help in this process. From the outset, thought was also given to those who had hitherto been denied education and had enjoyed no access to the world of the printed word.

Comparative education research – content and personalities

Over the years, the emphasis has often shifted from one area of education to another, sometimes under what I regard as the beneficial influence of UNESCO Headquarters in Paris. The first symposia that saw a move towards research into comparative education in addition to educational aid were held in the 1970s. This development no longer saw education in a vacuum, in purely theoretical terms, but recognised its constant social function, even though much of what was done at first might be dismissed as Germanocentric, or at least Eurocentric, such as the debates about leisure and curriculum planning in secondary schools.

I remember encounters during that period, when friendships began with the occasionally quirky George Bereday, the always philanthropic Alex Charters, the committed Walter Mertineit, the precise Lalage Bown and the impatient Roby Kidd, with the Nordic Paul Bertelsen and the meticulous Jindra Kulich. Discussions marked by mutual respect and understanding were held with Victor Onushkin, for a long time the leading figure in Soviet adult education. The names of many high-minded colleagues stand out, especially from Eastern European countries. Adult education in an international perspective is indeed inconceivable without the network of the UNESCO Institute.

The emphasis on adult education and literacy

The 1980s were still largely determined by the view that adult education was coterminous with literacy, and by a certain feeling that the interests of the industrialized countries should take second place. This was yet more apparent at the major UNESCO conferences, while the atmosphere in Hamburg and at the Hamburg Institute was much less affected by discord. In speaking of emphasis, I think constantly of the support provided by the Institute for literacy and education: what is probably the largest collection of literacy teaching materials from over 120 developing countries is to be found at the Institute, as the result of a wide-ranging project.

By the time of the organizational reform of UNESCO during the Mayor era, the Institute was invited to concentrate systematically on adult education. Work had always been done in this field, but it was now clearly recognised at General Conferences that this was the remit of the UNESCO Institute. There were consequences: the number of posts at the Institute grew, new profiles were developed, and a guarantee of its vested rights was agreed. We need not go into the fact that the anticipated fruits of these changes were blighted by the frost of financial stringency.

Lifelong learning and the quest for the world of tomorrow – CONFINTEA V

It should be remembered that the report of the commission chaired by E. Faure, Learning to Be, more or less marked the start of the debate about lifelong learning. Since 1972, the year when the report was published, the Institute has collected, documented and anno-tated everything that has appeared about lifelong learning. In Germany, for example, the notion and implications of lifelong learning were not taken all that seriously until 1997, but the Institute kept the debate going. The Lifelong Education Bibliography, so meticu-lously compiled by Ursula Giere, kept us up to date even in Germany with international and comparative adult education research.

The Institute took action to support the UNESCO International Conferences on Adult Education in Paris in 1985, and Hamburg in 1997. In each case, Hamburg became the obvious hub for discussion of themes and subthemes in the UNESCO European Region, and for people and institutions engaged in adult education. Besides expertise in the field, the UNESCO Institute provided an atmosphere in which tensions between systems could be resolved relatively easily in a spirit of conciliation.

Questions of primary and secondary illiteracy remain on the agenda, but other, new and newly discovered topics are coming to the fore, such as lifelong learning, creative partici-pation and basic education. Here too, the Institute has the advantage that it can keep abreast of the matters under discussion, even if the mainstream in one country or another takes little notice of them.

Even in Germany, the debate has taken off once more around the key notions of "the learning society", "the four pillars of learning" and "the global information society", and the Fifth International Conference on Adult Education (CONFINTEA V) has acted as the stimulus for follow-up activities such as festivals of learning. The Institute has lent its support to these domestic developments.

CONFINTEA V, at which the Institute provided a warm welcome and intellectual rigour, did not create the feeling of gratitude and indebtedness in Germany that might have been anticipated. I do not propose here to go into the difficulties created in no short measure by the discord between Berlin and Paris. I am pleased that I have been able to do my modest best to help the Institute, if only by bringing disagreements a little more into the public arena. The Institute should retain its traditional role as a centre for research that serves educational

practice, and as a place where practical educational assistance is given theoretical underpinning and the openness displayed by its current arrangements (clusters) is further encouraged.

The supposed difference between education and adult education

I should like to say just a little about the name of the Institute, the "UNESCO Institute for Education", because a few misconceptions can easily be removed by a glance at the programme of work. I have heard scarcely any discussion within the Institute that has referred to education in the narrow sense of the theory of teacher training, or "general pedagogy". The term education is used here in a sense that always takes into account the social, economic and sociopolitical context. I note, in reference to literacy, the Institute's motto that "literacy [is] associated with the struggle for social, cultural and economic development". Elsewhere, ten functions and tasks are ascribed to adult education, expanding it to include environmental education, policies on migration and minorities, health and population policy, rehabilitation, labour market policy, education for citizenship, and so on. Perhaps I have persuaded some of my students to sense and acknowledge that education ought to be seen in a broad sense, as something that is applied and occupationally based. When these students were writing their final dissertations, I referred them to the documents, the thinking and the expertise of the Institute, and most of them are today in fields of work which are a long way from the traditional concept of education but are certainly part of our broader understanding. I might call this consequence the "law of intended side-effects in education".

The personal side

It would be proper on this occasion to remember Gottfried Hausmann, the "gentle genie of the house". The Institute's gratitude for his human and academic contribution was recently made plain in an exhibition, to which nothing can be added.

Among the people whom I have known and who have impressed me in their various ways are the directors of the Institute, from Merck and Robinsohn, via Dave and Bélanger to Ouane. They have shaped the identity of the Institute to the best of their abilities, and have imposed their own "philosophies" on its work and management style. It would be too indiscreet to say more. I have sought and found a working relationship with many members of staff, and the fact that we have had the same international mentality has illustrated for me the special way in which this institution carries out its academic work.

Social occasions have often led to feelings of personal warmth as well. The Institute has an exceptional capacity for unpretentious enjoyment and for marking educational anniversaries with light-hearted festivities, although it would be wrong to suggest that these are anything approaching riotous orgies.

In conclusion, I wish the Institute a very happy 50th Birthday.

Joachim H. Knoll

CHRONOLOGY

1947

The Canadian John West Robertson Thompson is appointed adviser on the "re-education of ex-enemy countries".

1949

In September, the 4th General Conference adopts the so-called "German Resolution" in Paris.

1950

In June, the 5th General Conference in Florence instructs the Director-General to "establish UNESCO centres in Germany".

17-19 June 1951

First meeting of the Governing Board in Wiesbaden, attended by Maria Montessori. Prof. Walther Merck is appointed Director. The Institute statutes are drafted.

11 July 1951

Germany joins UNESCO.

23 February 1952

After protracted negotiations, the Director-General decides that the Institute shall be based in Hamburg.

26 May 1952

The Mayor of Hamburg approves the establishment of the UNESCO Institute for Education as a foundation.

July 1952

The Institute starts work.

9-13 September 1952

First seminar at the Institute on "Adult Education as a Means of Developing and Strengthening Social and Political Responsibility".

A "SPECIAL PROJECT"

THE ESTABLISHMENT OF THE UNESCO INSTITUTE FOR EDUCATION

When UNESCO was founded in 1946, it regarded it as its "most urgent and specific task to help to remedy the desperate situation in the areas of Europe and Asia devastated by war". It was not long before it had to extend this commitment to Germany, which was economically and morally ruined as a result of Nazi rule and war. The first real step in this direction was a decision taken in 1948 at the 3rd General Conference that UNESCO should start operating in Germany. Its aims and activities were to be publicised through the distribution of relevant UNESCO publications in Germany. Beyond this, the main concern was to revive cultural and academic life in Germany by arranging exchanges of information with other countries, exerting influence in the education sector – establishing criteria for German school textbooks, for example – and involving German experts in UNESCO meetings. *A Committee of Experts on German Questions* was set up to consider the scale and nature of UNESCO's involvement in Germany. In September 1947, the Canadian John W.R. Thompson, who had spent several years studying in Germany, was appointed as adviser on the "re-education" of former enemy states (i.e., Germany

The building at Feldbrunnenstraße 70 where the Institute was housed from 1952 to 1978

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and Japan). By "re-education", the then Director-General of UNESCO, Julian Huxley, meant "opening-up of ex-enemy countries to the educational and cultural influences of democratic countries", as he put it in a letter to Thompson. After lengthy arguments, the 4th General Conference, held in Paris in autumn 1949, adopted the so-called "Germany Resolution" and instructed the Director-General, Jaime Torres Bodet to expand activities in Germany "in consultation with the relevant Allied authorities". The way was prepared at a three-day meeting held in Bad Soden in January 1950, attended by 50 leading figures from German cultural and academic life. The "German Committee for UNESCO" was established at this meeting, the precursor of the present German UNESCO Commission.

On 5 May 1950, Odd Nansen submitted his "Memorandum concerning the German Problem", which had been commissioned by the Executive Board of UNESCO. This paper described the refugee problem in Germany which, in Nansen's view, required urgent attention. He recommended that it should be the task of UNESCO to co-ordinate the activities of all governmental and non-governmental organizations in Germany in order to make their reconstruction work more efficient. He particularly stressed the need to help German young people.

It was probably due to Nansen's assessment that the Executive Board instructed the Director-General, at its 21st meeting in May/June 1950 "to continue his consultations with repre-

The Institute's first seminar on "Adult Education as a Means of Developing and Strengthening Social and Political Responsibility", 8-13 September 1952. From left to right: Minna Specht, Paul Lengrand, Walther Merck, Sohan Singh, Johannes Novrup, John W.R. Thompson

A SPECIAL PROJECT

sentatives of the appropriate Allied Authorities, representatives of interested German circles and experts on German questions with a view to furthering specific action by Unesco in the fields of Education, Youth Work and the Social Sciences, in particular the elaboration of plans for the establishment of centres or institutes in these three fields."

The 5th General Conference, held in Florence in June 1950, instructed the Director-General to find the funds for "the creation of UNESCO Centres in Germany...outside the regular budget from private sources or Member States". In the report which the Director-General submitted to the 6th General Conference in June/July 1951, plans were already firmer. Three "special projects" were to be launched: a Centre for International Youth Work, an Institute for Social Sciences, and an Institute for Education. They were intended to help "tackle some of the fundamental problems, sociological, psychological and pedagogical which bear upon the relations between the German people and more particularly German youth and other nations". At the same time he stressed that their operations should not be restricted to Germany but should have an inter-

The UIE team in September 1952.
From left to right: Jean-Marie Zemb (Assistant to the Director), Johannes Novrup (Chairperson of the Governing Board), C.R.E. Gillett (Deputy Director), Walther Merck (Director), Minna Specht (Consultant), J.W.R. Thompson (UNESCO Paris)

national remit. This point is stressed also by the so-called "Giron paper" which had been commissioned by the *German Committee for UNESCO*. Relating to the Institute for Education, it says: "It is of the utmost importance that the Institute should not be established with the sole intention of helping Germany, still less with the intention of working only for the re-education of Germany."

In the meantime, voluntary contributions had been received from Denmark, France, India, Iran, the Lebanon, the Philippines, Switzerland and the United States. Germany stated that it was prepared to contribute 20% of the budgets of the three Institutes. The Adenauer Government was very keen to set up the UNESCO Institutes because co-operation with UNESCO provided an opportunity to rejoin the international community of nations after years in spiritual isolation.

In February 1951, a meeting was held in Wiesbaden for representatives of the Federal Government, members of the German Committee for UNESCO, other interested parties from the fields of education, social science and youth work, and the education authorities of the Länder. A draft constitution was drawn up for the Institutes, and proposals made for the management of their budgets, their possible locations, and the appointment of governing boards.

The *Committee of Experts on German Questions* had recommended in August 1950 "that the organizations to be established in Germany shall be international, not only in the composition of their governing bodies but also by having as many countries as possible represented among their staff and taking part in their work". This recommendation that an international governing board should be established was followed in the case of the Institute for Education, even though it was dominated by representatives of the victorious Western powers. Among the 7 non-German members of the Governing Board (which had a total of 13 members) appointed by the Director-General of UNESCO in May 1951 were an American, a Canadian, a Briton and a Frenchman. The large number of German members was considered essential if the Institute was to have wide-ranging influence in Germany. Famous names such as Jean Piaget, Karl Stern and Maria Montessori joined the Board. At the first meeting of the Governing Board in Wiesbaden in June 1951, Maria Montessori argued forcefully, in what was probably her last public speech, that everyone needed education:

"If the Institute is justified in existing, then it is only in pioneering a new path for education, that is to say one for education as a support to the inner life of man."

The role of the Institute for Education was defined as follows in the constitution of 1952: "a central office in Germany for establishing contacts between educators in Germany and other countries... without prejudice arising from national, racial or cultural differences..."

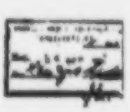
Once the theoretical arrangements had been made for the establishment of the Institute, the start of practical work was delayed by a bitter dispute over its location between the rival cities of Hamburg and Freiburg im Breisgau. On

A SPECIAL PROJECT

5 July 1951, Director-General Bodet initially gave preference to Freiburg. Max Brauer, the Governing Mayor of Hamburg, suspected that Hamburg was being rejected on religious grounds. In a letter to a member of the Governing Board he wrote in October 1951 that: "whole swathes of Protestant Germany cannot understand why these three international institutes should be situated in the three German archiepiscopal sees: Munich, Freiburg i. Br. and Cologne." Hamburg stubbornly refused to recognise the choice of Freiburg and prevented the Institute from starting work by not releasing the Institute Director appointed by the Governing Board, Professor Walther Merck, from the Faculty of Comparative Education at the University of Hamburg. As a result, the Director-General found himself in a quandary. On 14 November 1951 he wrote to the Chairperson of the Governing Board, Johannes Novrup, and to Walter Erbe, Chairperson of the Committee for UNESCO. Novrup asked all members of the Governing Board to vote in writing. All members of the Governing Board, and the Executive Committee of the German UNESCO Committee, opted for Hamburg. On 22 October, the then Mayor, Max Brauer, had sent Bodet a telegram stressing the efforts that Hamburg was making to secure accommodation for the Institute quickly, and the immediate release of Professor Merck. Eventually the Director-General gave way and revised his decision on 23 February 1952 in favour of Hamburg.

The Institute now took shape. Professor Walther Merck took up the post of Director on 1 March 1952. On 26 May 1951, the Mayor of Hamburg, Max Brauer, approved the establishment of the UNESCO Institute for Education as a foundation. In summer 1952, the Institute began work at the Zoological Institute, and moved to premises at Feldbrunnenstrasse 70 in autumn 1952.

The first meeting of experts was held from 8 to 13 September 1952 on the subject of "Adult Education as a Means of Developing and Strengthening Social and Political Responsibility" – a subject which has remained just as



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topical throughout the fifty years of the Institute's history. A committee of three members of the Executive Board, which visited the UIE from 17 to 24 September 1952, reported to the 31st meeting of the Executive Board that: "On the basis of reports both written and verbal from several participants, the Seminar on Adult Education seems to have been an undoubted success. A spirit of co-operation seems to have existed throughout this Seminar and enthusiastic interest in the work of UNESCO'S Institutes in Hamburg was expressed by the participants." Gottfried Hausmann and Paul Lengrand, friends of the Institute who remained associated with it for many years, took part in this first seminar.

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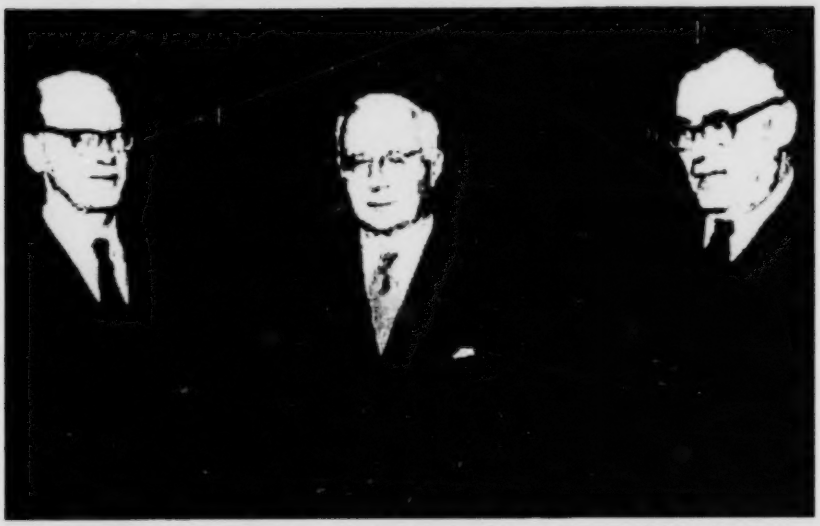

The Institute's first three Directors. From left to right: A. St. Langeland (Norway), Director 1955-58; Walther Merck (Germany), Director 1951-55; Hans Wenke (Germany), Director 1958-59

Université de Genève,
Faculté des Sciences.

Genève, le 29 janvier 1952.

Monsieur le Prof. Novrup,
Hirlevad.

Dear Monsieur Novrup,

Je m'excuse d'avoir tardé à vous répondre concernant l'Institut pédagogique créé par l'Unesco en Allemagne. Il a fallu faire de nombreuses consultations, qui m'ont retardé.

Mes arguments auprès je crois pouvoir vous exprimer ma préférence nette quant au siège de Hamburg, comme siège permanent de l'Institut en question.

Veuillez croire, cher Monsieur Novrup, à mes sentiments très dévoués.

Jean PIAGET.

Telegram from Jean Piaget to Johannes Novrup, voting for the Institute to be located in Hamburg

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WORK-PLAN
FOR GERMANY
PREPARED
BY SECRETARIAT

Educational Programme
To be Extended to Germany

UNESCO'S GERMANY, JAPAN PROGRAMMES ENDORSED BY GENERAL CONFERENCE

FOUR NATIONS OPPOSE CONTINUED ACTION IN GERMANY

Headlines in 1948/49 editions of the UNESCO Courier referring to UNESCO activities in Germany

25

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JOHN WEST ROBERTSON THOMPSON

John West Robertson Thompson
1906–1965

John West R. Thompson was one of the most significant figures in the early years of the Institute.

He was born a U.S. citizen, but was thoroughly cosmopolitan, had three nationalities (US, British and Canadian) and spoke five languages. He was educated in Mexico, Switzerland, Scotland and California, and thereafter studied medicine at the Universities of Edinburgh and Freiburg. He spent the years 1935–44 researching and lecturing in Madrid and at Harvard University. In 1940 he went to Canada to take part in research on aviation medicine. Four years later, he became a Wing Commander in the Royal Canadian Air Force. In 1945–46 he was Chief Scientific Officer of the British FIAT (Field Information Agency Technical), which dealt with German technical operations in the Second World War. In 1946 he was working for the British Foreign Office, at first on international education and subsequently on scientific war crimes. It was largely his work which caused the prosecutors at the War Crimes Tribunal in Nuremberg to class medical experiments as crimes.

He probably met the then Director-General of UNESCO, Julian Huxley, through a mutual acquaintance, Stephen Spender. Huxley was very impressed by Thompson and offered him an advisory post. On 5 September 1947 Thompson was appointed to work on the "re-education" of former enemy states. Since he spoke German, he became UNESCO's agent in Germany. He opened an office in Stuttgart, found accommodation in Berlin and made contact with the Allied occupying powers. He supported the establishment of the "German Committee for UNESCO" – subsequently the UNESCO Commission – and the three UNESCO Institutes, and played a crucial role in preparing the way for German membership of UNESCO.

Thompson remained on the staff of UNESCO until 31 December 1954. He later moved to Oxford, where he worked as a psychiatrist, and spent the last years of his life in New York at the Albert Einstein College of Medicine. He died in 1965 in a diving accident off the Virgin Islands.

MINNA SPECHT

Minna Specht
1879–1961

Minna Specht was a member of the Educational Reform movement and closely associated with the development of rural residential schools. She was a fighter for social justice, and pursued her educational and political ideas with consistent commitment.

She grew up with her mother and six brothers and sisters in Schloß Reinbek, which was used as a hotel. She learnt both about grand bourgeois life in this country château of her mother's, and about agriculture from her grandfather. Her conceptual principles for rural residential schools, such as communal education, autonomy for children and the basing of judgements on personal views and experience, later sprang from these childhood experiences. She had the vision of using this form of unauthoritarian and undogmatic education to give young people the right to self-determination, mental freedom and equality of material opportunities as they grew up.

Minna Specht left home at twenty and became a schoolteacher, then the only possible profession for women from impoverished higher social classes. The philosopher and politician Leonard Nelson became her lifelong companion. Together with him and Hermann Lietz – the founder of the first German rural residential school – she attempted to gain state funding for such schools and through them to bring about a radical renewal not only of politics but also of education. The intention was to try out the educational achievements of Lietz's private schools in experimental state schools.

During the National Socialist era, Minna Specht was obliged to continue the concept of schooling favoured by her and Nelson, based on community, autonomy, self-confidence and trust in others, in exile in Danish and English schools.

In the period 1946 to 1951 she was head of the Odenwaldschule in Heppenheim an der Bergstraße, was a founder member of the "German Committee for UNESCO", and started working with Professor Merck in July 1952 at the UNESCO Institute for Education in Hamburg, where she acted as adviser on education and teaching. She remained a member of the German UNESCO Commission until 1959.

PAUL LENGRAND

Paul Lengrand
1910–

Paul Lengrand was born in 1910 in the Pas-de-Calais in Northern France. After studying liberal sciences he taught in Paris, Chambéry and Grenoble, before joining the civil service with responsibility for sport and adult education. In this capacity he helped to establish the *Peuple et Culture* movement, of which he became Honorary President at the end of his active career.

In 1948 he moved to UNESCO, where he became head of the Adult Education Section in 1962. Various activities took him to McGill University in Montréal, Canada, and to Sardinia, where he headed the OECD Adult Education Programme. In 1962 he played a leading role in the development of the adult education programme in the Congo.

Paul Lengrand is one of the pioneers of Lifelong Learning. It is he who defined the notion of *Lifelong Continuing Education*. He was associated with the UNESCO Institute for Education from the outset and took part in the meeting on adult education in 1952 that was the first seminar ever held by the Institute. He subsequently contributed to many other UIE events and publications.

The following quotation from Lengrand has become part of the history of the concept of Lifelong Learning:

> "If man can and should continue learning, training and improving his professional qualifications, developing his intellectual, emotional and moral potentialities, contributing more to his personal relationships as well as to the community at large, and if adult education is to provide adequate facilities to help him achieve these aims, then educational thinking and processes must undergo a radical transformation."

(Perspectives in Lifelong Education, The UNESCO Chronicle, Vol. XV, July-August 1969)

GOTTFRIED HAUSMANN

Gottfried Hausmann
1906–1994

Gottfried Hausmann studied at the Academy of Education in Frankfurt am Main and Gießen, where he was friendly with the Cologne group of so-called "progressives". Between 1929 and 1940 he was a teacher in Hessen and a university lecturer in Mainz. When released from prisoner-of-war camp after the war, he worked as an educational administrator and a university professor. From 1950 to 1955 he was employed at Hessischer Rundfunk, first as Head of School Radio, and later as Head of Education. In 1955 he went to Ankara as a visiting professor, and remained there until 1959. In 1960, as its first full Professor, he was offered the newly created Chair of Comparative Education at the University of Hamburg. He retired as Professor Emeritus in 1974, but continued until his death to work with national and international organizations, as a Member of the German UNESCO Commission, for example, and as an adviser to the UNESCO Institute for Education, of which he was a co-founder, mentor and lifelong friend.

Gottfried Hausmann was a "jovial mischief-maker", a "thinker against the current", as he is called in one obituary. The principles by which this restless and many-faceted educationist and researcher are recorded on his gravestone:

"inclinant, sed non necessitant" – they bend but use no force

Hausmann's approach to education was based on asking questions rather than answering them. This method was intended to stimulate people's intellect and to foster the crucial importance of creativity – whether cultural, political or educational. His approach to teaching methodology, incorporating both the *dramaturgy of teaching* and his notion of "Ahmung" (meaning empathetic collaboration), had their origins in the arts as much as in the psychology of education. The same was true of his views on the psychology of holism. While he believed that the role of psychology was to liberate creativity, education had the function of developing that creativity.

Gottfried Hausmann was a living link between varying traditions and cultural trends. He sought to bring about changes in society through education. He regarded international cooperation as a duty of educational research. That was one of the main reasons why he pursued the idea of drawing up a world atlas of education that would give an exact picture of the present state and the history of education throughout the world.

PAULO FREIRE

Paulo Freire
1921-1997

Paulo Freire was born in Brazil in 1921, where he experienced the effects of the world economic crisis in the late 1920s. Despite difficult economic circumstances, Freire was able to complete a law degree in Recife in 1947. His wife introduced him to education, and he taught literacy to factory workers for the social service of the employers' association.

This work later gave rise to his notions of "education as liberation" and "pedagogy of the oppressed", which he applied to the teaching of literacy through the visualisation of writing. The activities which he had begun in Recife led on to the "popular education movement". Regional and national projects received political support until the 1964 coup d'état decided that the "Paulo Freire method" was subversive and banned it. Freire went into exile in Chile and the United States, becoming an adviser to UNESCO in 1968, and a visiting professor at Harvard in 1969. In the early 1970s, he became an educational adviser to the World Council of Churches in Geneva and helped to establish the education system in Guinea-Bissau. When he returned to Brazil in 1980, he founded the opposition "Workers' Party" (PT) and was "Municipal Secretary of Education" in Sao Paulo from 1988 to 1991.

In 1996, Paulo Freire was awarded the UNESCO "Prize for Peace Education". He died on 2 May 1997 in Sao Paulo.

Paulo Freire's theory of education is of particular value because he saw education in the immediate context of the fight against oppression and poverty, and for peace, justice and democracy. He was always concerned for the oppressed individual and for the individual's self-liberation as an actor consciously planning and living his or her own life.

Bogdan Suchodolski
1903 - 1992

Bogdan Suchodolski was born in Poland in 1903. In 1925 he completed his studies of philosophy in Warsaw, and then he went to Paris and Berlin, where he studied German history in 1928 under Spranger and sociology under Vierkandt. In 1932 he became a lecturer, and in 1938 a Professor of Education. Between 1939 and 1943, during the German occupation of Warsaw, Suchodolski taught in the underground university and sympathised with predictions of the collapse of Western culture, such as those of the educationist and polymath Jan Amos Komensky, better known as Comenius (1592-1670).

BOGDAN SUCHODOLSKI

After the war, Suchodolski was appointed Director of the Institute of Education in Warsaw and Professor of Education at Warsaw University. He was a member of the Governing Board of the UNESCO Institute for Education from 1974 to 1981. He died in 1992.

On the occasion of the 40th anniversary of the UNESCO Institute for Education, a round table discussion was held at Hamburg University with Gottfried Hausmann, Paulo Freire and Bogdan Suchodolski.

Freire said:

> "There are no paths made without questions being asked, since, to build a path means to ask where it leads. When the Institute was created I was already 30 years old, but we are still all young, do not doubt it. Suchodolski, Hausmann and I are still exercising what curiosity has induced us to do, which is, curiously, never to let curiosity die in ourselves, in spite of our being 70 and 80 years old."

Bogdan Suchodolski

Paulo Freire

MARIA MONTESSORI

Maria Montessori 1870-1952

It is with close attention and much admiration that I have followed the discussions of this Board.

I am delighted to have found such good will and harmony amongst you, and if I am once more taking the floor, it is because I am certain of your wholehearted commitment to the work we have set our hand to and that we are all pursuing the same aim, namely of helping, however possible, this poor, perplexed and divided humanity.

You have spoken of freedom in education: excuse me if I remind you that I introduced it. You have spoken of that movement: I was one of the first to bring the movement into the school. You have spoken of the international character of education: permit me to point out that I was active in this field when many of those present were still children. I am not saying this in order perhaps to display my merits, for I do not believe that any of us is here to glorify himself.

I am making this statement in order to tell you that I recognise the praiseworthy concerns which you have so clearly expressed over the last two days. If I address you now, it is because I should like to give you a few pieces of advice which, considering my age and experience, may be able to support your efforts. Here they are:

SPEECH AT THE GOVERNING BOARD 1951

I implore you not to repeat the mistakes which since the beginning of this century have been made by people who had the same good will as you have and reached their decisions with the same unanimity as you have done in these sessions.

I took part in the same efforts to solve educational and social problems, the same efforts towards a general understanding before 1914 and after 1918. I shared the enthusiasm and fervour during the 'twenties' and 'thirties' to bring these problems nearer to solution. You know the disappointments. It is not good will alone which will help us forward. Neither does it depend on agreement or on the problems. In my opinion there is only one remedy by which future generations can be protected against the woe which burdens us: let us forget the problems and concentrate on the person!

Remember that people do not start at the age of twenty, at ten or at six, but at birth. In your efforts at solving problems, do not forget that children and young people make up a vast population, a population without rights which is being crucified on school-benches everywhere, which – for all that we talk about democracy, freedom and human rights – is enslaved by a school order, by intellectual rules which we impose on it. We define the rules which are to be learnt, how they should be learnt and at what age. The child population is the only population without rights. The child is the neglected citizen. Think of this and rear the revenge of this populace. For it is his soul that we are suffocating. It is the lively powers of the mind that we are oppressing, powers which cannot be destroyed without killing the individual, powers which tend either towards violence or destruction, or slip away into the realm of sickness, as Dr Stern has so well elucidated.
If the Institute is justified in existing, then it is only in pioneering a new path for education, that is to say one for education as a support to the inner life of man. It should create a science of man, in the same way that nuclear science came into being. Physics concerned itself exclusively with the problems of matter until that day when it discovered that every substance is shaped by invisible energy. This energy is so terrifying that mankind today is living with a nightmare. But that other energy, that emotional power which is dormant in each new-born child and shapes every race, that energy is not feared by mankind. And yet that overlooked and unapplied energy turns every human discovery into a danger rather than a help.

I am happy that through our discussions we have come to the conclusion to work unpretentiously and begin at the beginning. But let me say that this beginning does not start at the primary school, and – forgive me the remark – that the school is not the same as education.

The wisdom of mankind dates back to primitive times and there have not always been schools.

While the application of my experiences as an educationalist extend to university level, and although probably only a few have studied the psychological development of man at every stage as I have; although I am therefore aware of the significance of the primary and second-

ary school as much as of the university, I would repeat once more that the school should not be the objective of this Institute but people, the whole person, and this person begins at birth.

There is no international institute which concerns itself with the pre-school age. Our institute will undertake this and I am certain that the whole world will derive benefit from it. If on the other hand we were to deal only with schools and school-children, we should perhaps encounter indifference and boredom.

Let us concentrate on this neglected age, on children at the pre-school age, and we shall set up a landmark to the Millennium, indicating a new path of justice and salvation in international endeavours.

At the same time, insofar as my experience is well-founded, you will reveal a treasure trove, the riches of which will cause the world to marvel, and from which mankind and you yourselves will derive an unlooked-for reward.

My proposal demands courage perhaps, and I offer it therefore to your courage, to your educational ideal, to your spirit of sacrifice, which has been dedicated to the welfare of mankind. I am presenting it in the form of a personal resolution. If it is approved, I hope that the whole Governing Board will assist the Director in the difficult task of implementing it:

"The Governing Board decides that the Board shall consider all possibilities with a view to concentrating, in the initial phase at least, the work of the Institute on the area of the pre-school child. For this purpose, the Board and the Director will examine every means of bringing together educationalists, psychologists, psychiatrists, adult educators, Ministers of Culture and parents to co-operate in this area. The Board and the Director should arrange shorter meetings and consult with experts in order to draw up a more precise programme to be presented to the Board at its next session."

Maria Montessori gave this speech at the first meeting of the Governing Board of the UNESCO Institute for Education on 19 June 1951.

It is due to her influence that the second international seminar held at the new Institute in January 1953 took up the theme of the pre-school child. She could not attend this meeting as she died on 7 May 1952.

50 YEARS OF EDUCATIONAL ACTIVITY

FROM POST-WAR "EXPERIMENT" TO INSTITUTION:

50 years of Educational Activity by the UNESCO Institute for Education

The UNESCO Institute for Education, founded only a few years after the end of the Second World War, started work with the aim of improving relations between people and nations through international understanding, although the geographical emphasis was at first largely restricted to Germany and Europe. During the 1960s, the Institute became noticeably ever more international in outlook. And in its work, UIE concerned itself increasingly with educational research: both aspects were reflected in 1965 in its Constitution. In the years that followed, the Institute widened its perspective to all regions of the world. Activities for the host country receded ever more into the background, and were ended completely in the 1970s. At the same time, UIE aligned itself increasingly with the priorities of UNESCO, which charged UIE in the 1970s with promoting Lifelong Education. The educational activities of UIE over the last 50 years are described in the sections that follow.

1952–65: Education for International Understanding

In the early years, the UNESCO Institute for Education concerned itself with a large number of themes regarded as important for social renewal after the Second World War. It was exciting to be able to discuss matters for which there had been no forum for many years, and in an international context too, which was a new experience for all Institute staff and visitors. Speaking of the "new experiment" which UIE represented, the first Chairperson of the Governing Board, the Dane Johannes Novrup, said in his welcome address at the first UIE international seminar on *Adult Education as a Means of Developing and Strengthening Social and Political Responsibility* in September 1952, "I feel a certain solemnity at this moment". The establishment of institutions "of a supranational character" was a major step towards convergence between the peoples of Europe and the world. People from all countries in Europe, and some from other continents, came to the meetings held at the Institute, and many of them travelled to Germany with mixed feelings so soon after the war. The chance to exchange ideas with international colleagues at an international Institute helped to give many of them a more favourable image of Germany.

The theme of adult education was not new, but was rediscovered as a means of creating social and political awareness after the Second World War. For Johannes Novrup, the seminar provided an opportunity to discuss issues affecting "our own adult world in all its complexity, with its unresolved, urgent and often tragic problems".

The second seminar, held at UIE in 1953, was also devoted to a previously neglected topic, under the influence of Maria Montessori: the personality of the child during infancy. The spread of these topics illustrates the aspiration to treat of people's entire development.

Despite the large number of topics dealt with by UIE, there was a common theme running through the early years: the Institute regarded it as one of its main tasks, as laid down in its

constitution, to promote international debate between educationists. Together with national UNESCO Commissions, UIE organized regular

The second seminar held at the Institute on "The Personality in Early Childhood", 5-10 January 1953

summer universities and seminars between 1955 and 1966 on the theme of *Education for International Understanding*, aimed at fostering international co-operation in school practice. The first seminar in Sèvres, France, was followed by others in Germany, Italy, Norway, Austria, Turkey, Sweden, (the then) Czechoslovakia, Belgium, Switzerland, Hungary and the United Kingdom. Participants from 50 countries in all regions of the world took part in a total of 12 seminars.

One of the high points of the early years of UIE was the appearance of the first issue of the *International Review of Education* in 1955. The oldest journal of comparative educational theory and practice in the world had been founded as early as 1931 by Professor Friedrich Schneider, but in 1935 the National Socialists seized control of the publication, and it was not restored to its original editor until 1944. In 1955, the journal was then refounded by the UNESCO Institute for Education. Walther Merck, the first Director of UIE, was one of the driving forces behind this relaunch. The Editorial Board of the journal was composed of leading European educationists.

In the early years, the Institute attempted to find its place within the structure of UNESCO, and this was the topic of much debate. On the one hand, great emphasis was placed on the independence of UIE from UNESCO, but at the same time, there was a call for greater coordination with the activities of UNESCO. Since UNESCO was concerned with school education, UIE also took up this theme. Seminars on initial and inservice teacher training, school

First summer school on "Education for International Understanding" in Sèvres, France, July 1955

Seminar on "Failure in School" 27 May-2 June 1956

psychology services, education for parents, school failure and school reform were included in the programme.

1957–61: The first international studies

Together with the other two UNESCO Institutes for Youth and Social Services, which had been set up in Gauting near Munich and in Cologne respectively, a comparative international study was carried out between 1957 and 1959 on the subject of "Leisure". The aim of the study was to find out the extent to which leisure could help to improve living conditions in changing industrialized societies. From 1959 to 1961, the Institute conducted the pilot study for the "*International Evaluation of Educational Achievement*" (IEA), which was sponsored by the U.S. Government. Twelve European countries, including Poland and the then Yugoslavia, took part in the study, which might be likened to the current PISA study. The attainment of 13-year-old pupils was examined in mathematics, geography, reading and non-verbal skills. After the conclusion of the pilot study, the results of which were published in 1962 under the title *Educational Achievement of Thirteen-Year-Olds*, transnational studies were undertaken on individual subjects. The project subsequently became self-sufficient and still exists.

1964–72: Crises and reorientation

1964 and '65 were critical years in the history of UIE. The original UNESCO funding expired, removing the Institute's financial basis. The year 1965 was the "year of transition" in every respect. The Director Saul Robinsohn left UIE on 31 May 1964, having been offered the position of Director of the Max Planck Institute for International Educational Research. The new Director, the Swede Gustaf Ögren, took up his post on 1 August at a time when the Institute was only capable of operating at a very restricted level.

Negotiations between the Director-General of UNESCO and the Federal Government over the continued existence of the Institute led to a positive outcome: the Foreign Office undertook to pay 90% of the Institute budget for the

next ten years from 31 December 1965. The contribution of UNESCO was essentially limited to the salary of the Director, some 10% of the budget. One precondition for this new arrangement was that the constitution should be changed so that UIE finally became an international institution. The Governing Board was henceforth to consist of 11 members of different nationalities, one of whom must be German (it had previously consisted of 7 non-German and 6 German members). The Director became a member of the UNESCO Secretariat.

Left: Gustaf Ögren, Director of UIE 1964-67
Right: Saul B. Robinsohn, Director of UIE 1959-64

This crisis in the life of the Institute caused it to redefine its field of work. With the advent of members from all parts of the world, the Governing Board, which had until then been heavily European in make-up, began to consider the developing countries. The topic of education in developing countries had already been addressed for the first time in 1963 at an expert seminar on "The Role of the Community School in Community Development". In future, work was to focus on comparative educational research on an international basis.

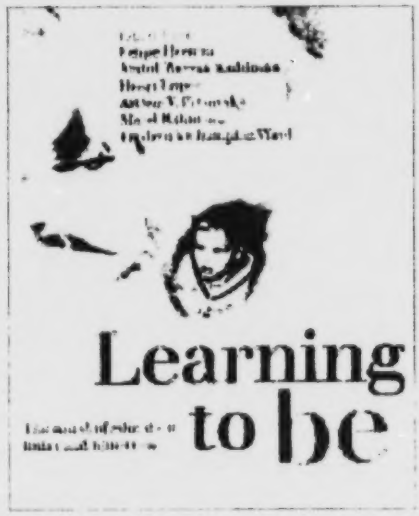
This reorientation was also enshrined in the Constitution. It was stressed that UIE needed to form international networks, a task which the Institute very successfully accomplished in the subsequent years and decades. Collaboration with educationists in the host country was again included in the Constitution as a feature of continuity.

One of the reasons why the Federal Government was interested in the survival of UIE was probably the Institute's role as an intermediary in the dialogue between East and West: at the 1964 meeting of the Governing Board, a representative of the Conference of Ministers of Education stated that "the Ministers of Education of the Länder wish that the only institute in Germany which can maintain East-West contacts should be maintained." From the outset, the UNESCO Institute for Education had made efforts to develop contacts with Eastern European countries. Because of difficulties over entry requirements, attempts to invite experts from the USSR, Poland and Czechoslovakia to seminars failed at first. A participant from the Soviet Union took part for the first time in 1956, at the seminar on "Failure in School". Between 1959 and 1997, the Soviet Union, and then Russia, was permanently represented on the Governing Board, first by A. N. Leontiev until 1964, and most recently by Viktor Onushkin until 1997. From 21 to 24 November 1966, a seminar in the *International Understanding* series was held on Education in Eastern Europe. The working documents for the planning of this seminar contain the state-

ment: "Concern with Eastern Europe is indispensable for a healthy development of political thought in Germany as well as in other countries."

The new emphasis on educational research was reflected in the launch of SOLEP seminars (*European Seminars on Learning and the Educational Process*) in 1968. The first of these seminars, which were designed to train educational researchers, was held in collaboration with the United Kingdom, Sweden and the United States in summer 1968 in Sweden, and lasted four weeks. Thirty-five experts from Europe and North America took part. In 1970 there was another seminar for French-speaking participants in France, and in 1971 a seminar for the Europe region with researchers from eight countries in Eastern and Western Europe. In 1972, a seminar was held in Thailand for Asian countries. This was only the second seminar ever held by UIE outside the borders of Europe.

Associated seminars were held for directors of educational research institutes, representing a further element of continuity in the work of UIE. The first was held in Hamburg in 1969, and the second in Budapest in 1972; then in April 1976 a high point was reached with the All-European Conference for Directors of Educational Research Institutions, supported by the Council of Europe and the Volkswagen Foundation. At the conference, which was held in Hamburg, there was an exchange of views between 70 participants from 30 European countries. The press release stated: "For the first time, both Western and Eastern European research institutes will have the opportunity ...



to improve and continue communication and international co-operation between the institutions involved." These Europe-wide conferences run with the Council of Europe were continued until 1988.

In 1970 the Institute reached its next crisis, when the other two UNESCO educational institutes, the International Institute for Educational Planning (IIEP) in Paris, founded in 1963 and, more particularly, the International Bureau of Education (IBE) in Geneva defined their functions clearly as a result of the affiliation of IBE to UNESCO. UIE was assigned particular responsibility for "training and research in educational planning and administration". IBE was charged by UNESCO with comparative research in education, a field for which UIE also felt itself responsible. The representatives of the Director-General event-

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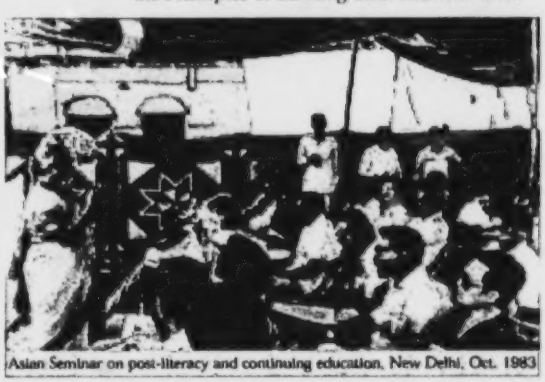
ually offered a solution: the target population for IBE was to consist of those working for public educational institutions, while the work of UIE was to be concerned with educational researchers. The work of the two institutes "should not be overlapping but complementary". It was specified that a representative of each of the other two institutes should attend every Governing Board meeting of any of the three.

1972–79: Lifelong Education

The 1972 meeting of the Governing Board set a new course. All those present seemed to be aware that the Institute had to establish an identity and to trim its programme if it was to survive. The renewed call to align the programme more closely with the priorities of UNESCO led to "permanent education" being adopted as the future field of work, with the emphasis initially on curriculum research (and this remained the case until 1975). The new direction was confirmed by the decision not to conduct any more projects in future which were restricted exclusively to Germany (in 1969 there had still been one seminar on university reform in Germany).

In 1961 the General Conference of UNESCO had decided to make education its primary concern. After the report of the Faure Commission, *Learning to be*, appeared in 1972, the General Conference decided on a 6-year programme based on the findings of that Commission. Member States were to be encouraged to renew their education systems. UNESCO saw it as the role of UIE to help it to achieve this goal. "Lifelong Education" became the heart of the Institute's work, and it has remained so to this day. In 1972, a one-year study was launched with the aim of investigating the effects of the concept of "Lifelong Education" on school curricula. The new Director, Dino Carelli, took up his post in July 1973 and began implementing the programme. The project *Teacher Preparation in Accordance with the Principles of Lifelong Education* ran from 1973 to 1976, with participation by Australia, Hungary, Germany, India and Singapore. In 1976, case studies were made of national reforms in the spirit of Lifelong Education in Peru and Spain. Carelli also carried out studies of alternative methods of education implementing the notion of "Lifelong Education", such as the radio station "Radio Santa Maria" for the rural population in the Dominican Republic, and alternative systems of education in six West African countries.



Asian Seminar on post-literacy and continuing education, New Delhi, Oct. 1983

Hubert Braun, Chairperson of the Governing Board 1981 to 1991, Bogdan Suchodolski, member of the Governing Board 1974 to 1981

1980–90: Development of international networks (UIE's programmes continue to grow in outreach and quality)

Ravindra Dave, who took up the post of Director in October 1979, sought to link research and training more closely. At the same time he set out to build up a network of experts and institutions in order to make the work of the Institute accessible to a wide audience as effectively as possible.

At the end of 1980, a study was launched into the development of learning strategies in post-literacy and continuing education provision for neo-literates in developing countries. This project brought together the two areas of particular interest of the Institute, the promotion of education in developing countries and learning as a lifelong process. The project, in which Bangladesh, Brazil, Burma, Cuba, India, Mali, Nigeria, Tanzania, Venezuela and one industrialized country, the United Kingdom, took part, was greeted with great international interest and was the start of the activities and regional seminars on this topic conducted by UIE between 1981 and 1986 in Hamburg, Caracas, New Delhi and Nairobi. These research-oriented training seminars were addressed to practitioners who were responsible in their countries for the development and implementation of literacy, post-literacy and continuing education programmes. Over 250 experts from 89 countries took part in these seminars, and management and information systems were set up in 30 countries. Annual inter-regional seminars were held in Hamburg from 1987. The contacts made at this time were brought together in a *Literacy Exchange Network*. The Documentation Centre of the Institute built up a unique collection of more than 7000 examples of teaching and learning materials in the fields of literacy and out-of-school education from over 120 countries and in 160 languages.

One milestone in the history of UNESCO educational activities was the world education conference held in Jomtien, Thailand, in 1990. UIE was assigned a series of follow-up activities in order to implement the call made at the conference for "Education for All". In 1992,

46th session of the Governing Board, April 1994
From left to right: Peter Fischer-Appelt (Chairperson of the Governing Board), Colin Power (Assistant Director-General for Education, UNESCO), Wolf Rissom (Education Sector, UNESCO)

for example, UIE carried out an education project on non-formal approaches to primary education, which was specially tailored for developing countries, in largely multilingual African countries. This was concerned with matters such as the development of methods allowing a single teacher to look after a class of 90 or more pupils. UIE also undertook research into the importance of using the mother tongue in formal and non-formal education. It played a part in evaluating empirical studies on functional illiteracy in eight European and North American, and six Latin American countries.

UIE was one of the first institutions to call attention to the problem of functional illiteracy in industrialized countries by holding research and information seminars from the mid-80s. Between 1985 and 1988, a series of case studies were conducted on functional illiteracy in Belgium, Germany, the Netherlands and the United Kingdom. A special research series under the title "ALPHA" was devoted exclusively to this topic. In 1990, a seminar was held on functional illiteracy in Eastern and Western Europe, and a year later, a seminar on adult illiteracy in industrialized countries.

From left to right: Ursula Clere, long-serving Head of the Library, Paul Bélanger, Director of UIE 1989-1999, Jean-Paul Hautecoeur, Co-ordinator of the ALPHA research series (April 1994)

The 1990s: CONFINTEA and the Diversity of Adult Education

In the 1990s, the growing need for adult education provision led to a widening of the perspective. The Institute concerned itself increasingly with the relevance of adult education to key global issues such as the development of democracy, preventative health care and environmental protection, improving the quality of life of the poor and marginalized groups of the population, and linguistic and ethnic minorities.

Improving the position and rights of women through literacy and education was one of the emphases of the 1990s, and remains so today. Between the "Education for All" conference in Jomtien and the World Conference on Women in Beijing in 1995, there were increasingly urgent calls for better access to education for women, not only from non-governmental organizations but also at government level. Awareness grew of the link between access to education and improving women's rights and situation in life. The seminars conducted in all parts of the world, and the publications issued on this topic received considerable notice.

Overall, the 1990s were oriented towards the Fifth International Conference on Adult Education (CONFINTEA V), which took place in Hamburg from 14 to 18 July 1997, and which UIE was responsible for preparing and conducting. The motto of CONFINTEA V – the

fifth in a series of conferences held every 12 years since 1949 – was Adult Learning: A Key for the 21st Century. The aim of CONFINTEA was to promote worldwide commitment to adult and continuing education from the standpoint of "Lifelong Learning", to propose future measures and to build up the international network for co-operation in adult education. The presence of high-ranking participants, the large number and active involvement of NGOs, who accounted for almost half of the participants, and the breadth of themes – such as the exclusion of minorities, changes in the world of work and discrimination against women – made CONFINTEA a milestone in the history of adult education. Under the presidency of the then President of the Bundestag, Prof. Rita Süssmuth, the conference adopted two documents, the *Hamburg Declaration* and the *Agenda for the Future*. The conference undoubtedly made a crucial contribution to the perception of education as a lifelong process that goes beyond the traditional education sector and affects all areas of life.

Rita Sussmuth, Chairperson of the "Fifth International Conference on Adult Education" July 1997

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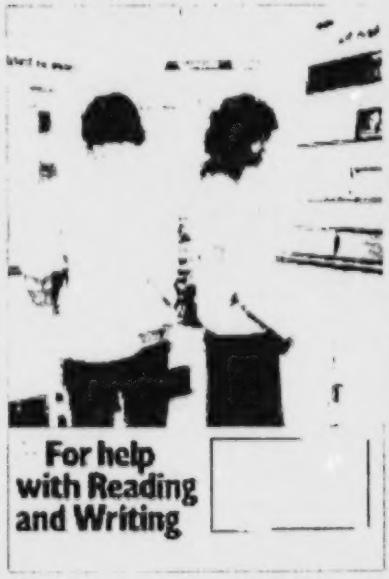
50 YEARS OF EDUCATIONAL ACTIVITY



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In 1992, under the long-serving Head of the Library Ursula Glere, the Institute organized, in cooperation with the Ernst Klett Verlag, an exhibition of literacy campaign posters from around the world. This exhibition still attracts public interest wherever it is shown.

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NON-FORMAL EDUCATION AND LIFELONG LEARNING:
The Heart of UIE's Work Fifty Years On

> *"The objectives of youth and adult education, viewed as a lifelong process, are to develop the autonomy and the sense of responsibility of people and communities, to reinforce the capacity to deal with the transformations taking place in the economy, in culture and in society as a whole, and to promote coexistence, tolerance and the informed and creative participation of citizens in their communities – in short to enable people and communities to take control of their destiny and society in order to face the challenges ahead."*
>
> (Hamburg Declaration on Adult Learning, July 1997)

Background

When 1500 or more delegates of governments, international organizations and NGOs from around 150 countries approved the Hamburg Declaration and Agenda for the Future at the end of the Fifth International Conference on Adult Education (CONFINTEA V), they took adult education a major step forward by laying down international guidelines and jointly agreed goals for out-of-school education. But the successful conclusion to CONFINTEA, in the preparation of which UIE had acted as secretariat on behalf of UNESCO, establishing the programme and making the arrangements, also confirmed the Institute's perception of its overall role and purpose, and greatly contributed to the broad outlines for its work at the start of the new century.

The importance of CONFINTEA stems from its comprehensive and holistic definition of learning in adult life and the leading role assigned to lifelong learning in response to socio-

economic, cultural and technological changes and upheavals. The need for learning opportunities after the end of initial education has been growing continually along with people's desire to influence and have a stake in society, to improve their own quality of life, and to become more self-confident and active. Overcoming problems and conflicts, and understanding what has caused them, call for continual learning on a diversity of issues ranging from health to maintaining an ecological balance. This implies recognition of and respect for traditional knowledge, which needs to be treated on an equal footing, and the integration of minorities and marginalized individuals and groups into society. Learning societies are created through the transformative and constructive power of individual and collective learning processes, which is also the basis of dynamic and democratic civil societies.

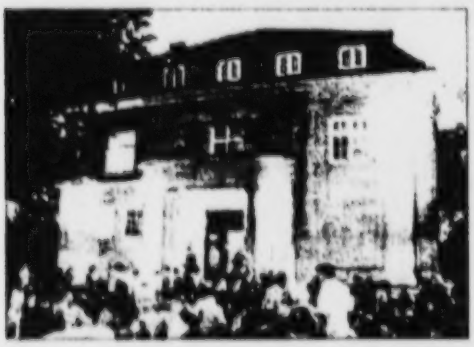
The foundation for lifelong learning and human development is laid with the acquisition of literacy and basic education, but the "expanded concept" of literacy used here goes far beyond the technical skills of reading, writing and mathematics. It was the World Conference on Education for All, held in Jomtien, Thailand, in 1990, which saw the adoption of this concept at international government level, and called for appropriate policy measures, thus laying the second major foundation stone for the present identity and work of UIE. The broad concept defined in Jomtien gives equal priority to literacy work with people of all age groups, both children, young people and adults, and emphasises the complementarity between formal and non-formal educational and learning activities. Not only the learning skills and motivation required for learning throughout life, but also tolerance and active participation in a literate culture within a particular social context, are key integral elements of this "expanded concept" of literacy and basic education.

However, the policies and institutions needed to put this concept of literacy and basic education into practice have not yet been adopted everywhere. In April 2000, the follow-up conference to Jomtien, the World Education Forum held in Dakar, Senegal, therefore emphasised the need for greater efforts and redefined specific educational targets and deadlines. The Forum also recommended that a Literacy Decade be conducted under the auspices of the United Nations, and entrusted UNESCO with the overall co-ordination of "follow-up efforts" up to the year 2015 and with the development of an Action Plan for the Literacy Decade. The United Nations has now approved the Decade, in the planning of which UIE has played a key role.

The Present

UIE is today a UNESCO international centre for research, information and documentation on lifelong learning, with a particular focus on adult learning, out-of-school basic education and literacy. Besides the analysis of methods, policy approaches and socio-cultural contexts of education, and the development of related theoretical concepts, the mandate of UIE includes collaboration in the development of national and local capacities in UNESCO Member States and the promotion of networks and partnerships.

One of the major elements of UIE's work is the initiation and co-ordination of co-operative research projects, including the organization of seminars at expert level, and participation



and collaboration in a wide range of regional and international expert meetings and projects organized by partners. The work of UIE also covers publications, and its expert knowledge is made available on demand for such special services as programme evaluation. It also offers individual researchers the opportunity to spend some time studying at the Institute.

All the Institute's activities are based on co-operation with partners. Among these are the relevant departments of UNESCO Headquarters in Paris and the five "sister institutes" in the field of education, as well as representatives of UNESCO Member States, national and international non-governmental organizations, researchers, staff of public and private adult education providers, and civil society bodies.

Activities

UIE has grouped its activities in four programme clusters. The first of the four clusters, Learning Throughout Life in Different Cultural Contexts: from Laying Foundations to Strengthening Creative Participation, covers, firstly, conceptual issues relating to learning theory, learning environments and cultural contexts. Secondly, although these aspects sometimes overlap, the projects in this cluster concern analysis of the actual integration and practical application of the principles of lifelong learning, and their implementation in policy approaches and measures.

Current activities in 2002 in the first programme cluster include, for example, projects shedding light on the mutual enrichment afforded by experiences of inter-generational learning, or aiming at developing indicators for the categorization of "sustainable and transferable learning skills". The series of regional assessments of the prospects for lifelong learning in the respective cultures that began last year in Asia will continue this year in South-Eastern Europe, Latin America and the Arab States. By their nature, these will further explore the connections between lifelong learning and the creation of democratic and critical civil societies.

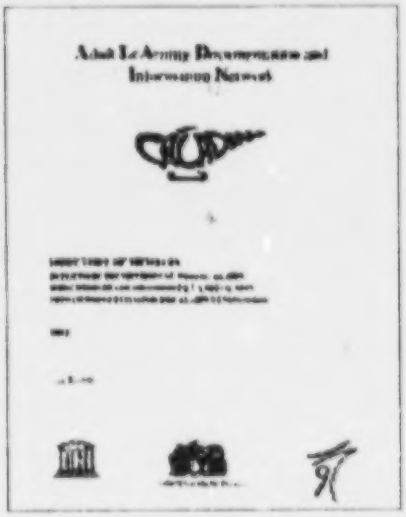
The second UIE programme cluster, entitled CONFINTEA V and Dakar Follow-up: Evaluation and Monitoring of Political and Institutional Changes covers, firstly, UIE activities to monitor and record the follow-up to the two major world conferences, and in particular the structural and political changes occurring now and likely to occur in the future in the various countries and regions. Secondly, the cluster embraces projects through which UIE intends to make its own active contribution to the implementation of the principles and recommendations adopted at the two conferences. The follow-up to CONFINTEA concerns both a number of thematic areas further developed by transnational networks, and measures designed for regional and national contexts. The focus of the UIE follow-up to the Dakar World Education Forum is on incorporating the broad concept of literacy and basic education into the national action plans for "Education for All" currently being drawn up by countries all over the world (i.e., laying the groundwork for lifelong learning during basic education and including adults in the target group).

One project activity in this cluster is an ongoing series of investigations on lifelong learning in the informal employment sector – especially in developing countries – and in the fight against poverty. In other projects, strategies are being developed to make distance learning and open learning systems accessible to marginali-

49

zed sections of the population (especially with the help of information and communications technologies). Two of the specific recommendations made at the two conferences have been taken up by UIE, which is monitoring and expanding "International Adult Learners Week" with the help of a network of national coordinators of learning festivals, and is playing a key role in the United Nations Literacy Decade. A particular element of UIE's work is the preparation of a CONFINTEA mid-term review conference, to be held at the end of 2003.

The third UIE programme cluster concentrates on Capacity Building in and for Lifelong Learning and concerns the provision of advice and technical co-operation, and local training for experts. This UIE programme addresses both educational issues in crisis areas and the specific, complex demands made of education in areas with ethnic and/or linguistic minorities. Two projects with a particular geographical focus are the development of an "Academy of African Languages" and the publication of a series of university textbooks on lifelong learning from African perspectives.



Finally, the fourth UIE programme cluster, Structured Advocacy: Networking, Documentation, Communication and Social Marketing, covers all activities concerned with internal and external communications, including the UIE Fellowship Programme, the Publications Unit and the Documentation Centre. While the Publications Unit edits the oldest international comparative journal on the theory and practice of formal and non-formal education (the International Review of Education), the Documentation Centre has a stock of about 66,000 books, documents and audio-visual materials, and co-ordinates the international Adult Learn-

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ing Documentation and Information Network (ALADIN). And this year, the International Award for Literacy Research, co-ordinated by UIE, is being presented for the fifth time.

Staff

All these tasks are performed by an international team of about 25, including researchers, publications specialists, librarians, translators and secretaries, together with an administration section and a computer expert, from twelve different countries (Belgium, Benin, Chile, France, Germany, Greece, India, Iran, Japan, the Philippines, Togo and the United Kingdom). The team is headed by the Director of the Institute, who is appointed by the Director-General of UNESCO. Since January 2000, the Director of UIE has been Dr Adama Ouane from Mali. The work of the Institute is supported and monitored by a Governing Board consisting of eleven renowned educationists from Brazil, Germany, Indonesia, France, China, Namibia, Sweden, Senegal, Slovenia, Marocco and the United Kingdom.

ILLUSTRATIONS

p. 48 top left:
Celebrations marking the end of the "Fifth International Conference on Adult Education" outside the Institute building, July 1997
bottom:
Seminar on AIDS prevention in Davao, Philippines, June 2001

p. 49
top:
Inauguration of the "Academy of African Languages", September 2001
bottom:
Solar container, sponsored by HEW and Shell, at the CREFELD UNESCO environmental centre in Chad

p. 51
Federico Mayor, Director-General of UNESCO, presenting the 1994 International Award for Literacy Research to Maria Luisa Doronila

INTERNATIONAL REVIEW OF EDUCATION

The International Review of Education is the longest-running international journal on comparative education. It was founded in 1931 by the German educationist Prof. Friedrich Schneider of the University of Cologne, 17 years before the first chair of comparative education was established in a German university. The declared aim was to "discuss issues in International and Comparative Education [and] to keep the reader informed about developments in educational theory and practice in various countries."

The journal was launched as a quarterly in English (under the title *International Educational Review*), German and French. Each article was followed by a summary in the other two languages. The journal also contained brief reports and a review of current publications.

The National Socialists took control of this academic journal in 1935 and used it as a political mouthpiece, Professor Bäumler (University of Berlin) then replacing Professor Schneider. In 1947, Professor Schneider once again took over the journal, and it was published under its original title in Salzburg. Publication ceased temporarily in 1951.

The journal was revived by the UNESCO Institute for Education in 1955 in order to create a forum for "men and women from every country whose thoughts and actions deserve the attention of educationists throughout the world." The English title now became *International Review of Education*. The content was intended to focus on "matters of international importance". The new International Editorial Board included Friedrich Schneider. The other members were Walther Merck, Karl W. Bigelow of New York, Roger Gal of Paris and M. J. Langeveld of Utrecht. The first Editor for UIE was Dr Christian Schneider.

In the course of its 70-year history, the *International Review of Education* has appeared under the aegis of a number of different publishers. It was originally published in Cologne, but the Nazis moved it to Berlin, where it was published by the Weidmannsche Buchhandlung. After the war, it was issued from Salzburg, and since 1955 it has been published by the Dutch publishers Martinus Nijhoff and their legal successors, Kluwer Academic Publishers.

In 1992, the journal moved from four to six issues a year, although issues devoted to particular topics ("special issues") now tend to appear as double issues. In 1995 summaries in Russian and Spanish were added to English, French and German, while articles themselves continue to appear in one of these three original languages. Since 1999 the journal has also appeared online.

http://www.kluweronline.com/issn/0020-8566

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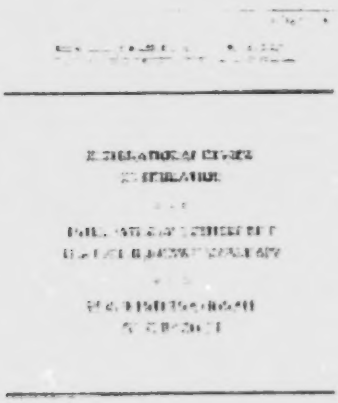

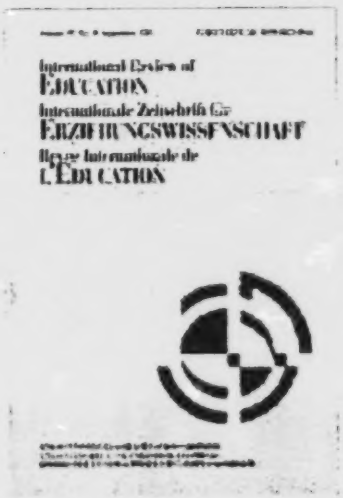

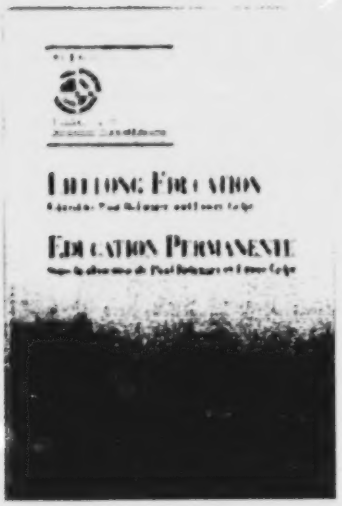

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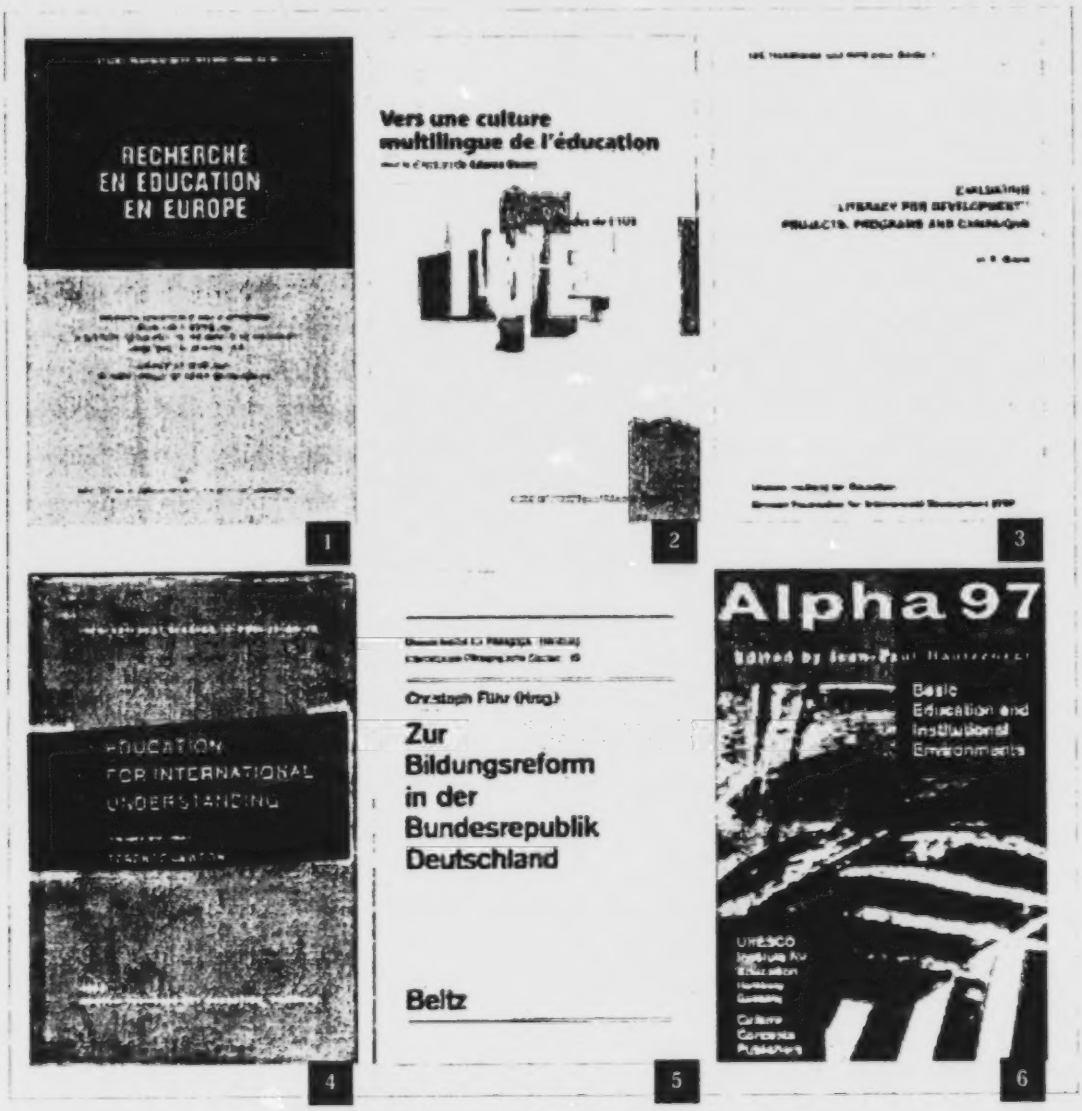
A SELECTION OF PUBLICATIONS



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A SELECTION OF PUBLICATIONS

1 Recherche en Education en Europe. Première Conférence Pan-Européenne pour les Directeurs d'Instituts Nationaux de Recherche en Education, Hambourg, 26–29 Avril 1976, compilé et édité par M. Dino Carelli et Peter Sachsenmeier. Etudes Pédagogiques Internationales 35 (1977).

2 Vers une culture multilingue de l'éducation, sous la direction de Adama Ouane. Etudes de l'IUE 3 (1995).

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4 Education for International Understanding, prepared and edited by Terence Lawson. International Studies in Education 18 (1969).

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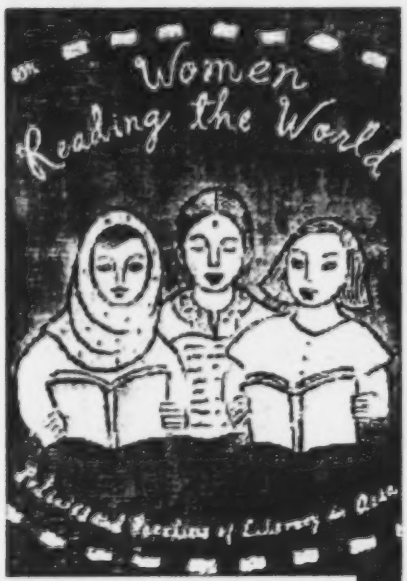
7 Fundamentos de la Educación Permanente, dirigida por R. H. Dave. Santillana/Instituto de la UNESCO para la Educación (1979).



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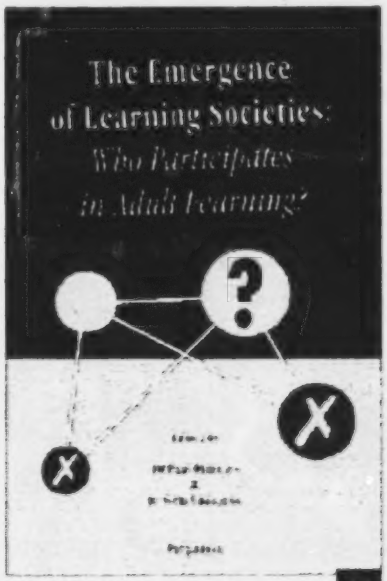

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8 Maria Luisa Canieso Doronila (1996): Landscapes of Literacy. An Ethnographic Study of Functional Literacy in Marginal Philippine Communities. Winner of the 1994 International Award for Literacy Research, co-sponsored by the UNESCO Institute for Education and Human Resources Development, Canada.

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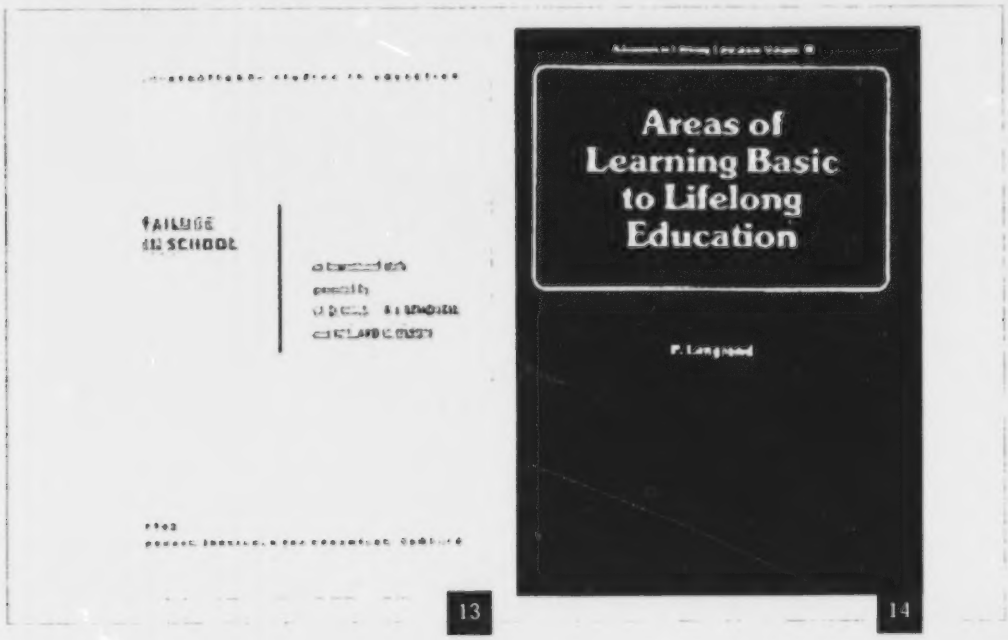

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THE STAFF OF UIE, JANUARY 1953

From left to right:
Dr Christian Schneider, Germany (Research Specialist); Ingeborg Kortz, Germany (Secretary); Prof. Walther Merck, Germany (Director); John W.R. Thompson, Canada (UNESCO); Dr Minna Specht, Germany (Consultant); Ingeborg Alvensleben, Germany (Secretary); Helga Riege, Germany (Interpreter); G.R.E. Gillett, United Kingdom (Deputy Director); Mechthild Holthusen, Germany (Librarian); Hans Gottfried Schadow, Germany (Administrator)

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THE STAFF OF UIE, APRIL 2001

From left to right:

Front row: Morteza Ahi, Iran (Caretaker); Christian Albrecht, Germany (Assistant Librarian); Lisa Krolak, Germany (Head of Documentation Centre and Library); Louise Silz, Scotland (Project secretary); Maren Elfert, Germany (Public Relations Consultant); Suzanne Musiol, Germany (Receptionist); Marc-Laurent Hazoumé, Benin (Senior Research Specialist)

Middle row: Toshio Ohsako, Japan (Senior Research Specialist); Detlef Pätzold, Germany (Book-keeper); Bettina Küster, Germany (Director's assistant); Carol Medel Añonuevo, Philippines (Senior Research Specialist); Imke Behr, Germany (Assistant Librarian); Helga Kruska, Germany (Cleaning staff); Susanne Buttkus, Germany (Administrator); Adama Ouane, Mali (Director); Cendrine Sebastiani, France (Publications Assistant); Bettina Bochynek, Germany (Research Specialist); Werner Mauch, Germany (Research Specialist)

Back row: Christopher McIntosh, United Kindom (Head of Publications); Klaus-Peter Humme, Germany (Assistant Administrator); Dominique Bohère, France (Translator); Marc De Maeyer, Belgium (Senior Research Specialist); Gonzalo Retamal, Chile (Senior Research Specialist); Alfred Gbadoe, Togo (EDP Consultant); Madhu Singh, India (Senior Programme Specialist)

DIRECTORS

WALTHER MERCK
1892 - 1964

Walther Merck was born in Berlin in 1892. After attending university in Berlin he became head of a secondary school in Hamburg. He was deeply committed to international understanding and travelled widely abroad both as a university student and when subsequently working for the Central Institute of Education in Berlin, with responsibility for teaching about foreign countries. In 1928/29 he spent an extended period in the United States, where he gave lectures at a series of universities. His quotation of the Biblical verse "What shall it profit a man, if he shall gain the whole world, and lose his own soul?" in reference to the political situation in Germany caused deep resentment among German nationalists. When the National Socialists seized power he was allowed to go on teaching, but he was removed from his post as a school head. After the war he became a senior inspector of schools for the Hamburg Education Authority. From 1950 until his retirement as Professor Emeritus in 1959, he occupied the first and, for a long time, the only chair of comparative education at the University of Hamburg. Between 1951 and 1955 he was concurrently the first Director of the UNESCO Institute for Education. His association with the Institute continued until 1962 through his membership of the Editorial Board of the *International Review of Education*.

ALV G. ST. LANGELAND
1908 - 1965

Alv Gunnar Storheld Langeland was born in Norway in 1908. He completed his studies of history and English at Oslo University in 1931, and qualified as a teacher in 1948. He wrote books and articles on politics and history, and was a member of the Norwegian National Education Council. From 1950 to 1955 he was Vice President of the Norwegian Association of Teachers in Higher Education. He was Director of the UNESCO Institute for Education from 1955 to 1958, and was then head of Ullern Public School in Norway until his death.

HANS WENKE
1903 - 1971

Hans Wenke was born in Sangerhausen, Germany, in 1903. He taught education and philosophy in Berlin, Erlangen, Hamburg and Tübingen, was Chairman of the "German Education Committee", and then became Senator for Education in Hamburg, until he was appointed to the Institute of Education of Hamburg University in 1957. He became Director of the UNESCO Institute for Education in 1958, but was obliged to resign on health grounds a year later. From 1960 he was adviser to the Federal Government on political education. In 1963 he was appointed Rector of the newly founded Ruhr University in Bochum. In 1967, Wenke became Director of the Hans Bredow Institute at Hamburg University.

SAUL B. ROBINSOHN
1916 - 1972

Saul B. Robinsohn was born in Berlin in 1916. He left Germany in 1933 and studied history, sociology, philosophy and politics at the Hebrew University in Jerusalem. He moved to Hamburg as Director of the UNESCO Institute for Education in 1959, where he remained until appointed Director of the newly created Max Planck Institute for Educational Research in Berlin in 1963. He died on 9 April 1972 in Berlin. Robinsohn established the theoretical basis for a new form of curriculum research which took into account the sociopolitical contexts of differently structured societies.

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DIRECTORS

GUSTAF ÖGREN
1911 - 1997

Gustaf Ögren was born in 1911 in Falköping, Sweden. He worked as a teacher, until he became Director of National School Radio in 1949. In 1962/63 he worked as an expert for UNESCO, setting up a school radio service in Sierra Leone. He was Director of the UNESCO Institute for Education from 1964 to 1967. After his time at UIE he worked at the Teachers' University in Sweden, and as a state inspector of schools.

TETSUYA KOBAYASHI
born 1926

Tetsuya Kobayashi was born in Nagano, Japan, in 1926. After studying education in Tokyo, the United Kingdom and the United States, he taught at the International Christian University in his homeland. He became Director of the UNESCO Institute for Education in 1968. He returned to Japan in 1972, where he became Professor and Dean of the Faculty of Comparative Education at Kyoto University.

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DINO CARELLI
born 1924

M. Dino Carelli was born in Córdoba, Argentina, in 1924. After studying philosophy and education, he spent some time researching in New York and, from 1959 to 1963, at the University of Hamburg. From 1968 to 1972, and again from 1979, he was a programme specialist at UNESCO in Paris. He was Director of the UNESCO Institute for Education from 1972 to 1979.

RAVINDRA DAVE
born 1929

Ravindra H. Dave was born in Ahmedabad, India, in 1929. He studied education at the Universities of Bombay and Gujarat in India, and at the University of Chicago. In India he was Professor and Dean of the National Council of Educational Research and Training and was Head of the Departments of Curriculum and Evaluation, Textbooks, and Teacher Education. From 1972 to 1976, as Technical Director of the UNESCO Institute for Education, he had a crucial influence on the research programmes of the Institute. From 1976 to 1979, he worked at the UNESCO International Institute for Educational Planning in Paris, before returning to UIE as Director from 1979 to 1989. As part of his programme of 'Retiring to Serve' he extends honorary services as Chief Advisor, Indian Council of Board of School Education, and Visiting Professor, Mahatma Gandhi's Gujarat University, besides rendering similar services to some other educational agencies.

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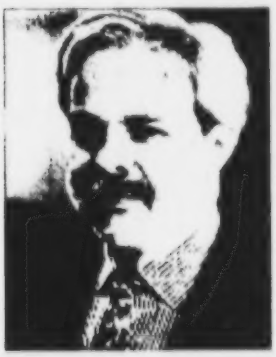
DIRECTORS



PAUL BÉLANGER
born 1939

Paul Bélanger was born in Ville de Valleyfield, Canada, in 1939. He studied politics, sociology of education, art and literature, and took a PhD at the Sorbonne in Paris with a dissertation on the sociology of education. From 1972 to 1985, he was Director-General of the Canadian Institute for Adult Education, and from 1985 to 1987, President of the National Commission for the Evaluation of post-secondary institutions in Québec. In the following two years he was Director-General of the Institute of Applied Labour Research in Montréal. He was Director of the UNESCO Institute for Education in Hamburg from 1989 to 1999. Paul Bélanger is currently Professor and Director of the Interdisciplinary Research Center on Lifelong Learning at the Université du Québec in Montréal.

ADAMA OUANE
born 1948

Adama Ouane was born in Mali in 1948. He took a PhD in applied linguistics in 1976 at the Institute of Linguistics of the Moscow Academy of Sciences. From 1977 to 1982 he worked in Mali as Associate Director of the National Directorate for Functional Literacy and Applied Linguistics in Bamako, as a lecturer at the École Normale Supérieure (ENS) in Bamako, and as an adviser to UNICEF, UNDP and the World Bank. He was a research specialist at the UNESCO Institute for Education from 1982 to 1995. Between 1995 and 2000 he worked at the Education Sector of UNESCO in Paris, before returning to UIE as Director.

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TETSUYA KOBAYASHI

A REMINISCENCE

When I assumed office in July 1968, I was expected first of all to continue the ongoing activities which had been carried out by staff members under the preceding Director in accordance with the plans approved by the Governing Board of UIE. At the same time I was given the task of reorienting UIE programmes in order to cope with new situations. In 1968, UNESCO decided to affiliate the International Bureau of Education, which had hitherto been an independent organization. This affiliation raised the question of the division of roles between the UNESCO institutions concerned with education, and particularly between IBE and UIE. When I arrived at Hamburg, the basic principles of this division had been already settled, and their implementation in the programmes became an immediate task for UIE. Both UNSCO institutions claimed to be centres of comparative education, for good historical reasons. At UIE, the first Director was a comparative educator, and the list of succeeding Directors included several more. As one of them myself, I was keen to keep this tradition and to adapt it to the new situation. While IBE adopted large-scale international meetings of government representatives as the channel for implementing its programmes, UIE followed its traditional form of meetings of experts, invited on account of their individual expertise in various educational questions.

Meetings of experts thus constituted the most distinctive form of UIE activities, and the topics were chosen according to the needs of society, as reflected in educational circles. The period between 1968 and 1972 included such topics as university reform in the Federal Republic of Germany, deprivation and disadvantage in developing countries, and mother tongue teaching, to quote a few. These examples may be seen as representing different areas of activity. The meeting on the first topic, university reform in the FRG, which was organized in cooperation with the German Commission for UNESCO, dealt with one of the big questions of the time, the implications of which were by no means local but international. The second was related to two large issues of the time, i.e., the education of minority groups and problems in developing countries. The third, on the teaching of mother tongues, was similar in scope, but was not restricted to developing countries. An Expert Meeting on the Methodology of Comparative Education was also organized, in 1971, with the aim of clarifying some methodological questions in the field and of providing methodological tools for other UIE programmes on the comparative or international study of education. Here, mention should be made of the International Project for the Evaluation of Educational Achievement (IEA), which was launched by UIE in 1959. In 1961, IEA gained autonomous legal status, and its Secretarial Office moved to Stockholm. The association with IEA and its experts continued, and UIE gained from their expertise in empirical methodology in its own programmes.

Other types of UIE activity were seminars. A series of seminars on international understanding, which were held jointly with National Commissions for UNESCO, were a unique contribution by UIE in this field, but after 1968 they ceased and were replaced partly by expert meetings on such topics as children's art as a means of international understanding, and partly by a new type of seminar for the advanced training of research workers in education. The European Seminar on Learning and the Edu-

cational Process (SOLEP) was held in 1968 in Sweden in association with research councils in Sweden, the UK and the USA. It was followed by the second seminar for French-speaking researchers in France in 1970, and the third for Asian researchers in Thailand in 1972. Another new development in seminar activities was the seminar for Directors of Educational Research Institutes and Professors of Education, which was aimed at the exchange of information and co-ordination of research activities between research institutes and university departments.

In relation to the international understanding mentioned above, a special project with which I was personally concerned should be mentioned. The year 1971 was designated by the United Nations as International Education Year. In response to an appeal by the Director-General of UNESCO, UIE devoted the expert meetings of the year to international education, and published a book commemorating the tercentenary of the death of Jan Amos Comenius in co-operation with a Czech expert and the Czech National Commission for UNESCO. This event highlighted UIE's efforts to involve the then Eastern European countries in its programmes at a time of East-West tension. The participation of Eastern European experts in various meetings was encouraging. Two young researchers were subsequently invited to UIE as research associates. These appointments, together with that of an Asian research staff member, not to mention myself, should be taken as an attempt to widen the scope of UIE's activities.

Hitherto, the topics of programmes had been chosen in response to demands from both outside and inside UIE, and had consequently tended to be diffuse. As part of the reorientation of UIE's work, topics needed to be concentrated in one area. After considerable consultation with the UNESCO Secretariat and other organizations and individuals concerned, the UIE Governing Board decided to take up lifelong education as the main point of emphasis, an area on which UNESCO had begun working at the time. The implementation of the decision was mostly left to the succeeding Director and the staff.

A second major task was the move from one building to another provided by the Free and Hanseatic City of Hamburg. The building at Feldbrunnenstraße 70 was beautiful and comfortable, but had unfortunately become too small to accommodate the increasing activities of UIE, which were to be supplemented by the equally important Library and Documentation Service and the editorial work for the International Review of Education. The planning for the move was made during my period, but the move itself was made after I left.

Before closing this brief reminiscence, I should like to express my gratitude to all those associated with the work of UIE at the time, notably Dr Hans Reimers, Chairperson of the Governing Board, Prof. Dr György Agoston, Vice-Chairperson, and the other Board Members, to certain staff members of the UNESCO Secretariat, and to the research, administrative and clerical staff of UIE, whose support made it possible for me to carry out my job pleasantly and without too many failures. Personally I gained much from the experience there, which has contributed greatly to my subsequent career right up until now.

Tetsuya Kobayashi

A PERSONAL VIEW OF THE YEARS AS DIRECTOR OF UIE

Fourteen out of My Forty and Your Fifty!

On the auspicious occasion of celebrating the Golden Jubilee of UIE, I have immense pleasure in penning this 'personal piece' as requested by the Institute. It was indeed my privilege to serve as the Director of UIE for slightly over a decade between 1979 and 1989. I also worked as Technical Director/Research Director of the Institute for a period of about four years between 1972 and 1976.

My work at UIE for this period of 14 years was professionally productive and rewarding, and personally highly satisfying. As I look back on my 40 years of active service before retirement and other eleven years of honorary service extended to various governmental and non-governmental educational agencies after my retirement, I find that the period at UIE was significant in my career because of the concrete contribution which it made to the field of education and human development within the goals of UNESCO.

UIE's Six-fold Strength

When I decided to join UIE during my first round of service, I clearly recognised some extraordinary strengths in the Institute in comparison with its size, which I found reconfirmed after joining and utilized to the full throughout the 14 years of my work. These strengths included:

I the great potential for worldwide outreach of its programmes and services in co-operation with national governments, UNESCO National Commissions, NGOs, and regional and international networks;

II close ties with UNESCO/UNO, drawing support, co-operation and inspiration from these organizations;

III the location of UIE in the European Region, in one of the most advanced countries in the world – Germany;

IV the direct support and patronage of the German authorities, and collegial relations with its advanced institutions of educational research and development;

V the Institute's location in the University area of the Hanseatic City of Hamburg, besides wide-ranging support from the City State; and

VI the wide essential autonomy that UIE enjoyed within this multi-nodal network of local, regional and global relationships. All these, and a few other similar features of UIE, provided both the important opportunities and the professional challenges that I enjoyed the most.

In the course of the year 1971, UIE's Governing Board reviewed the Institute's programmes and deliberated on identifying a specific focus for its activities to be followed for a sustained period of time. They thought that the concept of Lifelong Education could provide such a focus. It was at this time that I was asked to consider joining the Institute, and was even informally consulted on the programme focus and related matters. In March 1972, soon after my joining UIE, the Governing Board finally resolved that the Institute should work on Lifelong Education as a major focus, within which specific content and process activities should be undertaken.

The First Round: Focus on Lifelong Learning

Following this important decision, we launched a series of studies and related activities on the

theory and practice of lifelong education. I was chiefly responsible for carrying out the first monograph study in 1972-73 based on interviews, case studies and other techniques aimed at identifying the main characteristics of the concept of lifelong learning, and their potential application to the content and process of formal, non-formal and informal learning systems, including the school stage and beyond. The first monograph presented 20 well-defined concept characteristics and examples of their concrete application to goals and content, learning resources and processes, evaluation and other such aspects. A series of subsequent monographs explored other similar conceptual and practical dimensions, covering both pre-adult and adult stages of learning throughout the life-span and life-space with the aim of achieving the goals of individual and collective human development for a better and higher quality of life.

Some of the monographs, and especially the 20 characteristics of lifelong education, were translated into various languages for circulation and dissemination throughout the world. The monographs were further supplemented by research and publication of a series of case studies conducted in Asia, Africa, Latin America, Europe and other regions.

Concurrently, a major study on the 'Foundations of Lifelong Education' was launched under my co-ordination with contributions from internationally acclaimed specialists including Bogdan Suchodolski of Poland, Arthur Cropley of Australia/Canada, Henri Janne of Belgium, Prem Kirpal of India, Annie Vinokur of France/Algeria and Colin De'ath of New Zealand/Canada. This pioneering project generated for the first time basic knowledge on the philosophical, psychological, sociological, historical, anthropological and economic foundations of lifelong education. The outcome of this study attracted the attention of world-class publishers. The English version of the 'Foundations' book was published jointly by UIE and the Pergamon Press of Oxford, UK, and distributed worldwide. The Spanish edition was brought out by Santillana Publishers in Madrid, and became very popular in Latin America and other Spanish-speaking countries. It received favourable reviews from educational journals and soon became a major reference book in several hundred universities and colleges round the world in courses on Adult Education, Continuing and Lifelong Education, and so forth.

Simultaneously, these activities initiated by UIE became an important part of UNESCO's follow-up to its 1972 international report entitled 'Learning to be', which proposed in its 21 recommendations that lifelong education should be the 'master concept' for future educational policies and programmes in both developed and developing countries. Over the next decade, UIE conducted, published and disseminated worldwide many other studies on what we called 'Advances in Lifelong Education'. Needless to say, the Institute gained worldwide visibility and support, along with rendering a very valuable service to policy-makers and practitioners in this new field. For me personally, my active involvement in this global future development aimed at the lifelong pursuit of

human empowerment, enlightenment and transformation brought a sense of great professional fulfilment.

The conceptual and operational developments in the field of lifelong education were not an exclusive programme of UIE. Various organs of UNESCO were given responsibility for this broader perspective of education, and other regional and national institutions and agencies – governmental and non-governmental – undertook a variety of actions in this area. The non-formal education movement, which gained momentum in the 1970s, was also viewed in the perspective of lifelong learning.

When I went to Paris to work at our sister institution UNESCO-IIEP, my intimate contact with continuing developments at UIE and other agencies within UNESCO and outside in this area therefore remained unbroken.

Return to UIE: Needs Assessment and New Frontiers

When I returned to UIE in 1979 as its Director, we continued our work in this promising field and opened up new frontiers of action. Also, I once again reminded myself of the specific strengths of the Institute, as enumerated earlier in this note, so as to profit optimally from these invaluable assets in carrying out my added responsibilities.

On the basis of these assets and the work done since 1972 in the theory and practice of lifelong learning, we developed a multi-pronged strategy for extending and augmenting the services of UIE for both developed and developing nations throughout the world within the goals of UNESCO.

It was at this stage that UIE entered into the field of literacy, post-literacy and continuing education of neo-literates in the perspective of lifelong learning. The Institute had not so far worked in the area of literacy in a concerted manner. On the other hand, the programmes on literacy had gained momentum the world over in the 1970s, thanks to the persistent efforts of UNESCO, national governments of developing countries, NGOs and other agencies. It was, however, noticed that while there were many vigorous activities on literacy, not much was being done in the area of post-literacy and continuing education of neo-literate children, young people and adults. As a result, the problem of large numbers of neo-literates relapsing into illiteracy became increasingly evident, serious and widespread.

Post-Literacy and Lifelong Learning: The Goals of R-C-A

Our exploratory field observations and needs assessment initiatives clearly indicated that there was an urgent need to assist neo-literates in three concrete ways:

1 retention of literacy skills, making them permanent;
2 continuation of learning for general and occupational development by using literacy skills themselves as important learning skills; and
3 application of this recurrent learning in order to improve the quality of life. We also found that neo-literates needed a variety of alternative, flexible and attrac-

tive learning strategies in formal, non-formal and informal settings within the broad framework of lifelong learning. Examples of such strategies were the production of newspapers for neo-literates that gave them a kind of status besides development knowledge for self-directed learning, the formation of small groups for inter-learning aimed at collective development through specially designed resource materials, and so forth.

It was in this specific and needs-based context that UIE picked up the challenge of mounting a major initiative from 1980 onwards on the development of learning strategies and techniques of post-literacy and continuing education within the broad framework of lifelong education that had already been established by the Institute. Since the Institute had still to be equipped with knowledgeable staff and consultants in this field, I had to shoulder much of the responsibility for this spadework. The situation markedly improved when we succeeded in securing special additional financial support from the German authorities.

The literacy and post-literacy project adopted an innovative approach comprising integrated research and research-based training, using researchers as resource persons and research findings as training materials so as to optimise its effectiveness, relevance and efficiency. The overall strategy included a number of promising features such as:

- conducting participatory research at grass-root levels by forming research networks with the help of local functionaries in this area in different regions of the world;
- introducing a new programme of research-based training organized in different regions using the services of local specialists together with UIE's core team, and adopting concrete case studies on post-literacy learning strategies in the framework of lifelong education as training materials presenting both local and international experiences;
- publishing the findings in English, French, Spanish and Arabic to facilitate communication;
- disseminating multiple copies of the publications widely to various national and sub-national agencies, besides placing them on sale at reduced rate;
- creating a new Documentation Section on Literary, Post-literacy and Continuing Education for research, training, dissemination and periodical display at UIE and elsewhere;
- collaborating with national and other NGOs working on literacy and adult education in developing as well as developed countries, UNESCO Regional Offices, UNESCO HQ, and national governments;
- introducing a cost-sharing mechanism for co-financing whereby participating countries covered the national costs and UIE covered the international costs of research, personnel, travel and related activities; and
- obtaining additional, recurrent financial support from the German authorities for almost a decade, especially for training

programmes in both various regions and Hamburg, and for other similar activities under this project.

Hundreds of literacy leaders from over a hundred countries were provided with training opportunities in teams of two or more. From larger countries even more literacy leaders were invited for training at regional and international levels. They in turn gave orientation to thousands of local personnel in their respective countries and produced post-literacy learning materials for neo-literate children, young people and adults that were appropriate to local conditions. UIE collected numerous samples of such materials for various purposes. Thus, there was a good multiplier effect on the one hand, and recognition of the need for post-literacy and continuing education on the other. We sometimes used to mention a light-hearted slogan to our co-workers and policy-makers from different nations at regional and international meetings: Please do not do Literacy, if you cannot do Post-literacy!

This strategic global action heralded a new chapter in the annals of UIE. In recognition of our efforts and achievements, UNESCO took the very encouraging step through the decisions of its General Conference of establishing regular collaborative programmes with UIE on the content and process of literacy, post-literacy and lifelong education. Similar collaboration with German and other agencies also markedly increased, adding further strength and global visibility to UIE.

Programmes for the Developed World

Simultaneously, UIE carried out a number of other programmes and projects aimed at developed countries. Co-operative studies and meetings together with the Council of Europe became an annual feature. UIE succeeded in frequently bringing together educationists from Eastern Europe and the Western World for professional dialogue and direct exchange of experiences on critical issues pertaining to the content and process of education at a time in the 1980s when the Cold War was not yet over. Furthermore, certain projects such as 'A Seven Country Study on Curricula for Lifelong Vocational Learning' were intended for both developed and developing countries alike – working together on research, dissemination and the sharing of know-how on significant issues relevant to all Member States of UNESCO.

There was strong support from our quarterly journal, the *International Review of Education*. During my directorship and chairmanship of its international Editorial Board, we published as many as 40 issues on themes relevant to UIE's global mission. The Institute's Documentation Centre underwent a major metamorphosis and became the backbone of UIE's new initiatives. It brought out a variety of dissemination materials and Awareness Lists on Lifelong Education. It organized dozens of exhibitions of materials relevant to specific projects every time we had network meetings and training programmes at UIE or elsewhere. All staff members of the Institute were bound by the unity of UIE's mission and purpose. It is difficult for me to mention them all by name in this note, but I have always remained deeply indebted to them.

The Institute's Governing Board, the German authorities, the German National Commission for UNESCO, colleagues at UNESCO HQ and elsewhere, numerous NGOs and individual specialists spanning the entire globe from Japan to Germany, and from Nepal and India to Colombia and Canada – all extended tremendous help and encouragement during the 14 years of a global education movement in which I played a leading role. While I cannot refer to all these persons by name, I must mention Dr Hubert Braun, Chairperson of UIE's Governing Board during most of my time as Director. He left no stone unturned in facilitating UIE's functions with generosity and wisdom, and played a key part in securing additional financial support from the German authorities, without which many important activities would not have been possible.

A Rare Treasure

Finally, when I went home from UIE on the day I retired, my family members gave me a pleasant surprise. As a matter of unwritten personal policy, I had followed a practice of inviting practically all research participants, trainees and others visiting UIE to my home for a social evening and an informal chat over a dinner with Indian curries. This had become a regular routine during a long period of 14 years. This practice was not at all uncommon for a typical Indian family. But I did not know that my family members were counting the countries and nationalities of the different visitors whom they had received at home one or more times and from whom they learned a great deal. They revealed to me for the first time that evening that the number of countries from which guests had been received at our house came to 117 according to their careful count! 'From 117 countries?' I exclaimed. But, when I calmly looked back on my 14 years at UIE, I felt that yes, this must be true! We still cherish the fond memories of this unintended incidental outcome – a rare treasure of invaluable inter-cultural experience that is becoming increasingly more exhilarating in our life as time passes.

Ravindra H Dave

DEFENDING THE RIGHT TO LEARN

If adult learning and lifelong education have become central to the general mandate of UNESCO, we owe this development to the vision of education of the UNESCO Institute for Education and to its pioneering efforts over the last fifty years.

The very first seminar organized by the Institute in 1952 was in fact on "Adult Education as a Means of Developing and Strengthening Social and Political Responsibility." Since then, the UNESCO Institute has never ceased to play a leading facilitating role in this new field. It contributed significantly, in the seventies, to the development of the concept of lifelong education and fostered an international debate on this new concept. It innovated again, during the eighties, by broadening the scope of adult basic education, by giving opportunities to researchers in all regions to document the tendency whereby adult literacy was extended to include various post-literacy programmes, and by organizing national capacity building seminars to that end.

During the nineties, the Institute again played a significant role in the emergence of a broad vision of adult learning and of adult education policies. It was also instrumental in widening the notion of the right to learn throughout life and in linking this universal human right to the recognition of educational plurality, exploring with the communities themselves ways to promote the cultural rights of minorities, to devise approaches that preserve and revitalize mother-tongues, and to promote the right to learn of women. And since 2000, despite difficulties, the presence of UIE ensures that basic education means basic education for all ages, that the implementation by Member States of their commitments made in Dakar and Hamburg are monitored, and that its very expertise and support are used to enhance the capacity of governments and non-governmental organizations to innovate in their effort to build participative learning communities.

However, even today, while

> "adult learning has grown in depth and scale, and has become an imperative at the workplace, in the home and in the community, as men and women struggle to create new realities at every stage of life", (CONFINTEA, Agenda for the Future, §9)

many women and men are still deprived of their right to learn and to go on doing so throughout their lives. Too many communities still lack the resources needed to develop the creative potential of their members, even though it is imperative for them to rely on collective intelligence in order to tackle the challenges that we all face.

Enriched by these fifty fruitful years, with its renewed mandate and supported by its many networks, UIE is now ready to embark on a new journey to help peoples around the world to fulfil their cultural aspirations, to enjoy their right to learn, to imagine and to develop further all their individual and collective skills. The issue is nothing less than the liberation of the curiosity and of the creative forces of all communities. This difficult task of liberation requires more than ever the catalytic role of

PAUL BÉLANGER

UNESCO/UIE, with its unique capacity to bridge initiatives and to help people in one region to learn from another. We need UIE's expertise to support and nourish international intellectual co-operation on the global learning scene. We need its legitimacy to continue the historical series of CONFINTEAS and its imagination to reinvent once again the historical recurrent rendezvous of humanity with its life-long learning utopia.

Paul Bélanger

VIEWS OF UIE

When the German Foreign Office announced its intention of reducing and eventually ceasing financial support for UIE, the Institute received letters from the entire world in summer 2000. Some of these encouraging voices are quoted here.

[redacted]

Prof. Frank Youngman, Department of Adult Education, Gaborone, Botswana

[redacted]

Prof. Shirley Walters
Head-Division for Lifelong Learning, University of the Western Cape, South Africa

[redacted]

Dr Anita Dighe, Indira Gandhi National Open University, New Delhi

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VIEWS OF UIE

[redacted]

Dr Laila Iskandar Kamel, CID Community & Institutional Development, Cairo, Egypt

[redacted]

Lidia Shkorkina, Vice-President on International Relations - Interregional Association of Education in Russia (IAE)

[redacted]

Malini Ghose, Nirantar, New Delhi, India

[redacted]

Dr Michael Crossley, Graduate School of Education, Bristol, UK

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[redacted]

Prof. Swarna Jayaweera, University of Colombo
Dr P. Udagama, UNESCO National Commission of Education
Mahinda Ranaweera, Ministry of Education
D. A. Perera, National Institute of Education, Sri Lanka

[redacted]

Dr Paolo Federighi, President, European Association for the Education of Adults

[redacted]

Dr Timothy D. Ireland, Universidade Federal da Paraíba, João Pessoa, Brasil

[redacted]

Budd L. Hall, Vice-President for North America - International Council for Adult Education

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THE GOVERNING BOARD TODAY

From left to right: Judith Round, United Kingdom; Vida A. Mohorcic Spolar, Slovenia; Naima Ben Aicha, Tunisia; Anders Falk, Sweden; Bodil Bergman, Sweden; Adama Ouane, Mali (Director UIE); Justin Ellis, Namibia; Wilfried Hartmann, Germany; Suwarsih Madya, Indonesia; Mamadou Ndoye, France; Yoshihiro Tatsuta, Japan

(April 2001)

The following members of the Governing Board are absent from the photograph:
Jaqueline Pitanguy, Brazil and Saul Meghnagi, Italy

CHAIRPERSONS OF THE GOVERNING BOARD

Chairpersons of the Governing Board of the UNESCO Institute for Education

1951–60	Johannes Novrup (Denmark)
1960–66	Anna Mosolf (Germany)
1967–75	Hans Reimers (Germany)
1976–77	M. Douglas Pidgeon (United Kingdom)
1978–79	Helmut Meins (Germany)
1980	Bogdan Suchodolski (Poland)
1981–91	Hubert Braun (Germany)
1992–96	Peter Fischer-Appelt (Germany)
1997–99	Kasama Varavarn (Thailand)
2000–	Justin Ellis (Namibia)

JOHANNES NOVRUP

was one of the leading figures in the Danish adult education movement. He was born in 1904 in Western Jutland. After university he taught at the International People's College in Elsinore, and later at the Askov Folk High School, the centre of the Danish folk high school movement. In 1942 he became government commissioner for youth and adult education. He left this post in 1950 to set up his own folk high school in Maglebs.

During the Second World War he spearheaded the Mellemfolkeligt Samvirke group, which not only provided material assistance for countries affected by war but also, more particularly, fostered intellectual, spiritual and cultural dialogue. After the War he became involved in the work of UNESCO and was nominated to be the first Chairperson of the Governing Board of the newly founded UNESCO Institute for Education. Johannes Novrup chaired the first UNESCO International Conference on Adult Education, which was held in Elsinore in 1949. He was elected chair of the Danish Folk High School Association in 1957.

Johannes Novrup followed the principle of "reverence for life" identified with Albert Schweitzer. In his lifetime he was committed to removing the barriers between peoples. He was convinced that culture is not the monopoly of one or more countries, and that the truth has manifested itself everywhere on Earth. He died at Christmas 1960.

CHAIRPERSONS OF THE GOVERNING BOARD

JUSTIN ELLIS

was born in South Africa in 1950. After studying science at university he moved to neighbouring Namibia as a teacher, and later initiated several adult education projects under the Christian Centre, the first ecumenical body in that country. Expelled from Namibia in 1978 by the occupying apartheid regime of South Africa, apparently because of publications on human rights violations, he studied adult education at Manchester University and briefly headed the Africa section of the British Council of Churches.

From 1981 to 1990 he administered a London-based refugee project funding adult education and training programmes for Namibian exiles in Angola and Zambia. Justin Ellis returned to Namibia when it became independent in 1990 and is currently Under Secretary for Culture and Lifelong Learning in the Ministry of Basic Education, Sport and Culture.

MEMBERS OF THE GOVERNING BOARD 1951-2002

1951–1960
Mr. Johannes Novrup / Denmark

1951–1958
Mr. Hans Wenke / Germany

1951–1957
Mr. Herman B. Wells / USA

1951–1959
Mr. Karl Stern / Canada

1951–1965
Mr. Friedrich Schneider / Germany

1951–1957
Mr. Johannes Riedel / Germany

1951–1957
Mr. Jean Piaget / Switzerland

1951–1965
Mr. Fritz Borinski / Germany

1951–1967
Mrs. Anna Mosolf / Germany

1951–1952
Mrs. Maria Montessori / Italy

1951–1965
Mr. Georg Eckert / Germany

1951–1965
Mr. Giovanni Calò / Italy

1951–1965
Mr. Roger Gal / France

1951–1952
Mr. Montagu V. C. Jeffreys / UK

1957–1963
Mr. Walter Merck / Germany

1957–1960
Mr. Karl W. Bigelow / USA

1957–1961
Mr. Henri Grandjean / Switzerland

1958–1965
Mr. Felix Messerschmid / Germany

1959–1964
Mr. Aleksei N. Leontiev / USSR

1961–1965
Mr. Alfredo D. Calcogno / Argentina

1961–1965
Mr. Finis E. Engleman / USA

1961–1965
Mr. A. St. Langeland / Norway

1962–1965
Mr. Charles H. Dobinson / UK

1963–1965
Mr. Tay Keoloungkhot / Laos

1964–1971
Mr. Bhunthin Attagara / Thailand

1964–1971
Mr. Lee J. Cronbach / USA

1965–1971
Mrs. Sira Diop / Mali

1964–1969
Ms. Natalia Menchinskaya / USSR

1965
Mr. Mohamed Bakir / Tunisia

1965–1972
Mrs. Gilda de Romero Brest / Argentinia

1966–1973
Mr. Roger Grandbois / France

1966–1969
Mr. David A. Walker / UK

1966–1967
Mr. Williard C. Olson / USA

1966–1973
Mr. Masunori Hiratsuka / Japan

1967–1974
Mr. Abdul-Aziz I. Al Bassam / Iraq

1967–1974
Mr. György Agoston / Hungary

1968–1975
Mr. Hans Reimers / Germany

1970–1977
Mr. Douglas A. Pidgeon / UK

1970–1977
Mr. Matthew A. Brimer / UK

1979–1977
Mr. Ivan D. Zverev / USSR

1972–1979
Mr. Lambert Amon Tanoh / Côte d'Ivoire

1972–1979
Mr. John I. Goodlad / USA

1972–1974
Mr. Augusto Salazar Bondi / Peru

1972–1979
Mrs. Ruth Wong / Singapore

1974–1981
Mr. M. El Hadi Afifi / Egypt

1974–1981
Mr. Bogdan Suchodolski / Poland

1974–1981
Mr. Wincenty Okon / Poland

1974–1979
Mr. Leopoldo Chiappo Galli / Peru

1974–1981
Mr. Michiya Shimbori / Japan

1974–1981
Mr. Kikuo Nishida / Japan

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MEMBERS OF THE GOVERNING BOARD 1951-2002

1974–1981
Mr. François Lebouteux / France

1975–1981
Mr. Jean Capelle / France

1976–1979
Mr. Oskar Anweiler / Germany

1976–1979
Mr. Helmut Meins / Germany

1978–1981
Mr. Mansour Hussein / Egypt

1979–1986
Mr. Alexandre A. Miroljubov / USSR

1979–1986
Mrs. Grace Williams / Nigeria

1979–1986
Mr. Vlas S. Aranski / USSR

1979–1986
Mr. Emmanuel A. Yoloye / Nigeria

1980–1983
Mr. Jean Pliya / Benin

1980–1987
Mr. Cole S. Brembeck / USA

1980–1987
Mrs. Maria Julieta, Sebastiani Ormastroni / Brazil

1980–1991
Mr. Hubert Braun / Germany

1980–1983
Mr. Arlindo Lopez Correa / Brazil

1980–1983
Mr. Anil Bordia / India

1980–1987
Mr. Hendrich D. Gideonse / USA

1982–1989
Mr. Mohammed A. Al Sane / Kuwait

1982–1989
Mr. Dimitar Tzvetkov / Bulgaria

1982–1989
Mr. Gaston Mialaret / France

1982–1989
Mrs. Minda C. Sutaria / Philippines

1984–1987
Mr. Karim Dramane / Benin

1984–1991
Mr. Kireet Joshi / India

1984–1987
Mrs. Serla Grewal / India

1987–1994
Mr. Nikolai D.Nikandrov / Russia

1987–1994
Mr. Gilbert P. Oluoch / Kenya

1988–1995
Mr. Antonio Valbuena Paz / Venezuela

1988–1991
Mr. Glen A.Eyford / Canada

1989–1996
Mr. Pierre Foulani / Nigeria

1990–1997
Mr. Masami Maki / Japan

1990–1993
Mr. Bouzid Hammiche / Algeria

1990–1992
Mr. Günter Böhme / Germany

1990–1993
Mrs. Maria Corda Costa / Italy

1992–1999
Mrs. Birgit Brock-Utne / Norway

1992–1997
Mr. Peter Fischer-Appelt / Germany

1992–1999
Mrs. Kasama Varavarn / Thailand

1992–1999
Mr. Serge Wagner / Canada

1994–2001
Mrs. Naima Ben Aicha / Tunisia

1994–2001
Mr. Saul Meghnagi / Italy

1995–
Mr. Justin Ellis / Namibia

1995–1998
Mr. Victor Onushkin / Russia

1996–
Mrs. Jacqueline Pitanguy / Brazil

1997–
Mr. Mamadou Ndoye / Senegal

1997–
Mr. Wilfried Hartmann / Germany

1998–2001
Mr. Yoshihiro Tatsuta / Japan

1999–
Mrs. Vida A.Mohorcic Spolar / Slowenia

2000–
Mrs. Radhika Coomaraswamy / Sri Lanka

2000–
Mr. Anders Falk / Sweden

2000–
Mrs. Judith Round / UK

2000–
Mrs. Suwarsih Madya / Indonesia

2002–
Mrs. Suzy Halimi / France

2002–
Mr. Tiedao Zhang / China

CHRONOLOGY of the UNESCO Institute for Education

1949
In September, the 4th General Conference of UNESCO adopts the so-called "Germany Resolution"

1950
The 5th General Conference in Florence instructs the Director-General to "establish UNESCO centres in Germany"

17 - 19 June 1951
First meeting of the Governing Board in Wiesbaden, attended by Maria Montessori

11 July 1951
Germany joins UNESCO

23 February 1952
After protracted negotiations, the Director-General of UNESCO decides that the Institute shall be based in Hamburg

26 May 1952
Formal approval is given by the Mayor of Hamburg, Max Brauer, for the establishment of the UNESCO Institute for Education

July 1952
The Institute starts work under its first Director, Walther Merck

9-3 September 1952
First seminar on "Adult Education as a Means of Developing and Strengthening Social and Political Responsibility"

1955
First issue of the "International Review of Education"

1955-1966
Summer schools for young teachers from European countries

1959-1961
Pilot study for the "International Evaluation of Educational Achievement" project - IEA

1965
The Constitution is amended when UNESCO funding runs out: the Institute becomes internationalized and Germany takes on the major part of the Institute budget

1968 - 1972
SOLEP seminars (European Seminars on Learning and the Educational Process) for educational researchers

1972
Lifelong learning becomes the focus of the Institute's work after publication of the Faure Commission report "Learning to be"

1976-1988
Europe-wide conferences of directors of educational research institutions

1981-1986
Worldwide regional seminars on post-literacy

1986
First Europe-wide conference on literacy in industrialized countries

1987
"Literacy Exchange Network" set up

1997
"Fifth International UNESCO Conference on Adult Education" (CONFINTEA) in Hamburg: 1500 participants from 160 countries adopt the Hamburg Declaration and the Agenda for the Future

ALADIN network founded

2000
Global dialogue on the development of "learning societies" at EXPO 2000 in Hanover; the "International Festival of Learning" launched

November 2001
International seminar on "Literate Societies"

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LIST OF CONFERENCES 1952–2002

1952 Hamburg, 8–13 Sept.
Adult Education as a Means of Developing and Strengthening Social and Political Responsibility

1953 Hamburg, 5–10 Jan.
Factors Influencing the Development of the Personality in Early Childhood and Thus Favouring the Free Expression of Creative Energies Within the Community

Hamburg, 27 April–2 May
Civic, Political Education and Education for Life in a World Society (German-Scandinavian Meeting)

Hamburg, 9–12 Dec.
The Universities and Adult Education (Joint Meeting with the University of Hamburg and the Universities' Council for Adult Education)

1954 Hamburg, 4–9 Jan.
The Education and Training of Primary School Teachers

Hamburg, 5–10 April
Psychological Services for Schools

Hamburg, 7–13 Nov.
The Significance of the Mass Media for Adult Education

1955 Cologne, 3–8 Jan.
The Entry of Young People into Working Life (Joint Meeting with the UNESCO Institute for Social Sciences)

Hamburg, 12–16 April
Comparative Education

Sèvres, 17–30 July
1st International Seminar for Young Teachers: Education for International Understanding–The Teacher's Role (Joint Meeting with the French National Commission for UNESCO)

Hamburg, 7–16 Sept.
Parent Education (Joint Meeting with the World Organization for Early Childhood Education)

1956 Hamburg, 9–14 Jan.
School Reform

Hamburg, 27 May–2 June
Failure in School (Joint Meeting with UNESCO)

Hamburg, 1–7 July
School Education for International Understanding and Co-operation (Regional Seminar organized by the Scandinavian National Commissions for UNESCO in Co-operation with UNESCO and the UIE

Gauting/Munich, 23 July–4 Aug.
II International Seminar for Young Teachers (Joint Meeting with the German Commission for UNESCO, on the Theme Discussed at the Joint Meeting at Sèvres, 1955)

Hamburg, 22–27 Oct.
Physical and Natural Science · Curricula

1957 Hamburg, 4–8 Feb.
Methods and Instruments of Evaluation in Education for International Understanding

Hamburg, 24–30 March
Examination and Other Techniques of Evaluation in Education

Hamburg, 8–13 April
Holiday Camps for Children Under Fifteen Years of Age

Annecy, 13–17 June
Comparative Study of the Evolution of the Forms and Needs of Leisure–1st Meeting of the International Study Group on the Social Sciences of Leisure (Joint Meeting with the French National Commission for UNESCO, the UNESCO Institute for Social Sciences, and the UNESCO Institute for Youth

Meina, 23 July–4 Aug.
III International Seminar for Young Teachers (Joint Meeting with the Italian National Commission for UNESCO on the theme discussed at the Joint Meetings held at Sèvres 1955, and at Gauting, 1956)

Hamburg, 18–23 Nov.
General Education

Gauting/Munich, 16–18 Dec.
Comparative Study of the Evolution of the Forms and Needs of Leisure–2nd Meeting (Joint Meeting with the UNESCO Institute for Social Sciences and the UNESCO Institute for Youth)

1958 Hamburg, 20–25 Jan.
Differentiation, Selection & Transfer

Hamburg, 17–22 Feb.
The Pedagogical Training of Secondary School Teachers (Joint Meeting with Arbeitskreis der Leiter der staatlichen Studienseminare in der BRD)

Hamburg, 17–22 March
Evaluation in Education (Joint Meeting with UNESCO)

Hamburg, 24–29 March
Children's Play–International Study Group

Hamburg, 14–22 July
Associated Schools Project in Education for International Understanding and Co-operation (Joint Meeting with UNESCO)

Fana, 27 July–9 Aug.
IV International Seminar for Young Teachers (Joint Meeting with the Norwegian and Danish National Commissions for UNESCO, on the Theme Discussed at the Joint Meetings held at Sèvres, 1955, Gauting 1956, and at Meina, 1957)

Gauting/Munich, 20–25 Oct.
Comparative Study of the Evolution of the Forms and Needs of Leisure–3rd Meeting (Joint Meeting with the UNESCO Institute for Social Sciences and the UNESCO Institute for Youth)

1959 Hamburg, 2–7 March
Entry to the Teaching Profession

Hamburg, 1–5 June
Intellectual Ability, Mental Processes and Educational Achievement of Children of School Age–International Research Project

Sèvres, 15–20 June
Research in Parent Education (Joint Meeting with the French National Commission for UNESCO)

Raach, 24 Aug.–5 Sept.
V International Seminar for Young Teachers (Joint Meeting with the Austrian National Commission for UNESCO on the Theme Discussed at the Joint Meetings held at Sèvres, 1955, Gauting, 1956, Meina, 1957, and at Fana, 1958)

Meina, 4–7 Sept.
Comparative Study of the Evolution of the Forms and Needs of Leisure–4th Meeting (Joint Meeting with UNESCO and the UNESCO Institute for Social Sciences)

Hamburg, 12–17 Oct.
The Contribution of Modern Language Teaching in School–Towards International Understanding (Joint Meeting with the International Federation of Foreign Language Teachers)

Hamburg, 26–28 Nov.
Educational Problems in International Youth and Adult Exchange

1960 Hamburg, 8–13 Feb.
Phases of Development in the Further Education and Self-Education of Adults

Hamburg, 7–9 March
The Rahmenplan as Viewed by Non-German Educationalists

Hamburg, 25–30 April
Implications of the Extension of Compulsory Schooling for the Curriculum and Content of Education

Portoroz, 20–30 June
Comparative Study of the Evolution of the Forms and Needs of Leisure–5th Meeting (Joint Meeting with UNESCO and the Institute of Sociology of Ljubljana)

Bursa, 18–30 July
VI International Seminar for Young Teachers: Mutual Appreciation of Eastern and Western Cultural Values (Joint Meeting

LIST OF CONFERENCES 1952–2002

with the Turkish National Commission for UNESCO)

1961 Hamburg, 16–21 Jan.
The Teaching of Elements of the Social Sciences at the Pre-University Level

Sonnenberg, 5–14 Feb.
Main Lines and Core Problems of International Development in Education (Joint Meeting with the International Arbeitskreis, Sonnenberg)

Hamburg, 5–10 June
Intellectual Processes: An International Study of Intellectual Ability, Achievement and Functioning in Children of School Age

Viggbyholm, 16–29 July
International Seminar on Preparing Teachers for Education. Educational Understanding (Joint Meeting with the Swedish National Commission for UNESCO)

Hamburg, 27–29 Nov.
Day School (Joint Meeting with "Gemeinnützige Gesellschaft Tagesheim-Schule", Frankfurt a.M.)

1962 Hamburg, 22–27 Jan.
Fostering Creative Expression and Critical Appreciation at School

Hamburg, 19–20 Feb.
Conference on Adult Education

Sonnenberg, 17–26 March
Main Lines and Core Problems of International Development in Education–2nd Meeting

Hamburg, 9–14 April
Foreign Languages in Primary Education

Prague, 15–28 July
International Seminar on Education for International Understanding (Joint Meeting with the Czechoslovak Commission for UNESCO)

1963 Hamburg, 8–10 Jan.
The First Year at University

Hamburg, 11–16 March
The Identification and Classification of Relevant Background Data in Comparative Education

Hamburg, 13–18 May
The Role of Community Schools in Community Development

Brussels, 7–20 July
International Seminar on School and Community in Education for International Understanding (Joint Meeting with the Belgian National Commission for UNESCO)

Hamburg, 27–29 Nov
Modern Forms of Further Education of Teachers

1964 Hamburg, 17–22 Feb.
Health Education, Sex Education and Education for Home and Family Life

Hamburg, 25–30 May
Educational Techniques for Combating Prejudice and Discrimination at School

Fribourg, 20 July–8 Aug.
International Seminar on Education for International Understanding with Particular Reference to Problems of Inter-Group Tension (Joint Meeting with the Swiss National Commission for UNESCO)

Hamburg, 30 Nov.–5 Dec.
Grouping in Education

1965 Budapest, 27 July–8 Aug.
The Use of Audio Visual Aids in Education for Intenational Understanding (Joint Meeting with the Hungarian National Commission for UNESCO)

1966 Hamburg, 10–13 Jan.
Meeting on Mathematics Learning

Hamburg, 9–14 May
International Meeting of Representatives of Institutions and Experimental Schools Concerned with Second Language Teaching in Primary Education

Cheltenham, 7–17 Aug.
ASPRO Schools at the Primary Level–Study

of Other Countries and Other Cultures in Promoting Education for International Understanding (Joint Meeting with the United Kingdom National Commission for UNESCO)

Hamburg, 21–24 Nov.
Presentation of East Europe in Schools of the Federal Republic of Germany

1967 Hamburg, 30 May–1 June
The School System in Scandinavia

Hamburg, 19–22 July
The Role of Educational Research in Educational Change

Hamburg, 25–28 Sept.
Children's Art as a Means of International Understanding

Hamburg, 18–21 Oct.
Deprivation and Disadvantage: Nature and Manifestation

Hamburg, 13–18 Nov.
Learning of Mathematics in Primary Schools

1968 Hamburg, 18–21 June
The Situation of Education in the Federal Republic of Germany–Analyses and Perspectives

Skepparholmen, 29 July–23 Aug.
European Seminar on Learning and the Educational Process

Hamburg, 9–14 Sept.
Community Schools in Developing Countries

Hamburg, 21–26 Oct.
Further Training in the Teaching of Mathematics at Secondary Level

Hamburg, 9–14 Dec.
The Use of Radio and Television in Teacher Training

1969 Hamburg, 20–23 Jan.
The Education of Teachers

Hamburg, 9–13 July
Aims and Factors in University Reform in the Case of the Federal Republic of Germany (Joint Meeting with the German Commission for UNESCO)

Hamburg, 17–21 Nov.
Seminar of Directors of Educational Research Institutes and Professors of Education

Hamburg, 8–12 Dec
Teaching the Mother Tongue

1970 Hamburg, 25–30 May
Deprivation and Disadvantage in Developing Countries

Hamburg, 22–26 June
Promotion of Education at Pre-School Level in the Federal Republic of Germany

Hamburg, 21–26 Sept.
Correspondence Courses for In-Service Teacher Training at Primary Level in Developing Countries

Hamburg, 2–6 Nov.
Deprivation and Disadvantage in Developing Countries

1971 Hamburg, 21–25 June
Die Zukunft der Bildungsberatung in der Bundesrepublik Deutschland

Hamburg, 30 Aug.–3 Sept.
Methodology of Comparative Education

Santiago, 27 Sept.–2 Oct.
Seminario Latinoamericano sobre Contenido y Métodos de Formación de Administradores de la Educación

Hamburg, 1–5 Nov.
Educational Research on the Changing Role of the Secondary School

Hamburg, 8–10 Nov.
Children's Art as a Means of International Understanding

1972 Hamburg, 6–14 Jan.
Workshop for Associated School Teachers

LIST OF CONFERENCES 1952–2002

Budapest, 25–28 April
International Conference for Directors of Educational Research Institutes

Hamburg, 3–7 July
Curriculumforschung und Entwicklung in der Bundesrepublik Deutschland

Thailand, 21 Aug.–9 Sept.
Asian Seminar on Learning and the Educational Process

Hamburg, 9–12 Oct.
The Concept of Lifelong Education and its Implications for School Curriculum (Consultative Group Meeting)

Hamburg, 4–8 Dec.
Implications of Lifelong Education for an Interdisciplinary Curriculum Orientation Towards International Education

1973 Hamburg, 3 Oct.
Seminar for the Directors of Educational Research Institutes in Europe (Preparatory Meeting)

Hamburg, 22 Oct.–1 Nov.
An Experimental Study on Teacher Preparation in Accordance with the Principles of Lifelong Education (First Preparatory Workshop)

Hamburg, 2 Nov.
Case Studies of Innovative Practices in School Curriculum within the Framework of Lifelong Education

1974 Hamburg, 18–28 Feb.
Development of Criteria and Procedures for the Evaluation of School Curricula in the Perspective of Lifelong Education (First International Workshop)

Hamburg, 18–20 March
Development of the Foundations of Lifelong Education (Preparatory Meeting of the Inter-disciplinary Study Team)

Hamburg, 13–14 May
Case Studies for Innovative Practices in the School Curriculum within the Framework of Lifelong Education (Workshop)

Hamburg, 25–29 Nov.
Development of the Foundations of Lifelong Education (Meeting of the Interdisciplinary Study Team)

Hamburg, 9–13 Dec.
Seminar on Curriculum Development in the Perspective of Lifelong Education

1975 Hamburg, 13–24 Jan.
Comprehensive Case Studies of Selected Education Systems in the Framework of Lifelong Education (Planning Meeting)

Hamburg, 9–10 Sept.
Seminar for the Directors of Educational Research Institutes in Europe (Meeting of the Consultative Committee)

Hamburg, 15–20 Sept.
Case Study of the Educational Reform in Spain in the Framework of Lifelong Education (Planning Meeting)

Hamburg, 1–12 Dec.
Development of Criteria and Procedures for the Evaluation of School Curricula in the Perspective of Lifelong Education (Second International Workshop)

1976 Hamburg, 26–29 April
All-European Conference for Directors of Education Research Institutions

Hamburg, 3–7 May
An Alternative Pattern of Basic Education-A Case Study of Radio Santa Maria (Closing Meeting)

Hamburg, 10–14 May
Project on Evaluation in Lifelong Education

Hamburg, 17–21 May
The New Spanish Educational System in the Perspective of Lifelong Education (Second Workshop)

Hamburg, 31 May–11 June
An Experimental Study on Teacher Preparation in Accordance with the Principles of Lifelong Education (Second International Workshop)

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Dakar, December
Alternative Forms of Basic Education

1977 Hamburg, 24–28 Jan.
Case Study on the Forsöksgymnaset in Oslo, Norway, in the Perspective of Lifelong Education (Planning Meeting)

Hamburg, 13–17 June
The Training of Educational Personnel in the Framework of Lifelong Education (International Planning Meeting)

Hamburg, 28–30 June
Hibernia School (Closing Meeting)

Hamburg, 5–7 Dec.
Task Force Meeting

1978 Hamburg, 13 Feb.
Third Colloquy of Directors of Educational Research Institutions (Preparatory Meeting for the Authors of Papers)

Hamburg, 20–25 Feb.
Lifelong Education in the School: Organizing the Learning Process to Enhance Self-Direction (International Planning Meeting)

Hamburg, 6–10 March
Instrumental Foundations of Lifelong Education International Planning Meeting

Hamburg, 20–23 March
Meeting on the State of the Art of Lifelong Education (Int. Planning Meeting)

Hamburg, 12–14 Sept.
Third Colloquy of Directors of Educational Research Institutions

Hamburg, 27 Nov.– 1 Dec.
Learning as a Basic for Lifelong Learning. An Interdisciplinary Study (Planning Meeting)

1979 Hamburg, 11–15 June
School Textbooks for Lifelong Education (PlanningMeeting)

Hamburg, 25–29 June
The Training of Educational Personnel in the Framework Lifelong Education (Final Meeting)

Hamburg, 2–6 July
Lifelong Education in the School: Organizing the Learning Process to Enhance Self-Direction (Final Meeting)

Madrid, 11–13 Sept.
Second All-European Conference for Directors of Educational Research Institutions

Hamburg, 24–28 Sept.
Evaluation of Learning in Non-Formal Educational Settings (Planning Meeting)

Hamburg, 8–12 Oct.
Learning as a Basis for Lifelong Learning An Interdisciplinary Study (Final Meeting)

1980 Hamburg, 11–15 Feb.
Lifelong Education: A Comparative Case Study of the South Australian Department of Further Education (Working/Planning Meeting)

Hamburg, 20–21 March
Analysis of Curricula of School and Out-of-School Education for Vocational Development in the Perspective of Lifelong Education (Preparatory Meeting)

Hamburg, 30 June–4 July
School Textbooks for Lifelong Education (Final Meeting)

Caracas, 11–29 Aug.
Curso Intensivo de Evaluación de Programas de Reforma Educativa

Hamburg, 25–29 Aug.
The Continuing Education of Teachers in the Perspective of Lifelong Education (International Planning Meeting)

Hamburg, 28 Nov.
Fourth Colloquy of Directors of Educational Research Institutions (Preparatory Meeting)

Hamburg, 8–12 Dec.
The Development of Strategies for the Continuing Education of Neo-Literates in the Perspective of Lifelong Education (Planning Meeting)

LIST OF CONFERENCES 1952–2002

1981 Hamburg, 16–20 Feb.
Analysis of Curricula of School and Out-of-School Education for Vocational Development in the Perspective of Lifelong Education (Planning Meeting)

Hamburg, 4–6 May
The Role of Museums and Exhibitions as Learning Resources in the Process of Lifelong Education (Review Meeting

Hamburg, 22–24 June
Fourth Colloquy of Directors of Educational Research Institutions

Hamburg, 24 Aug.– 2 Sept.
The Continuing Education of Teachers in the Perspective of Lifelong Education (International Review Meeting)

San José, 17–26 Sept.
Curso Intensivo de Evaluación y Seguimiento de Programas y Proyectos de Reforma Administrativa

Hamburg, 28 Sept.–2 Oct.
Evaluation of Learning in Non-Formal Educational Settings
(Review Meeting)

Hamburg, 12–23 Oct.
The Development of Learning Strategies for the Post-Literacy and Continuing Education of Neo-Literates in the Perspective of Lifelong Education (International Review Meeting and Orientation Seminar)

Hamburg,1–2 Dec.
Seminar on the Policies, Programmes and Strategies of Adult Education in the Perspective of Lifelong Education

1982 Udaipur, 4–11 Jan.
Campaigning for Literacy Seminar

Hamburg,22–26 March
Analysis of Curricula of School and Out-of-School Education for Vocational Development in the Perspective of Lifelong Education (Review Meeting)

Moshi, 29 March–6 April
IIEP Research and Training Project on Evaluation and Monitoring of Educational Reform Programmes

Hamburg, 26–30 April
The Development of Learning Strategies for the Post-Literacy and Continuing Education of Neo-Literates in the Francophone African Countries in the Perspective of Lifelong Education

Hamburg, 28 June–2 July
Identification and Analysis of the Content of Lifelong Education in Selected Aspects of Learning and Development–An Exploratory Study (Working Group Meeting)

Nairobi, 16–27 Aug.
Pan-African Orientation Seminar on the Development of Learning Strategies for the Post-Literacy and Continuing Education of Neo-Literates in the Perspective of Lifelong Education

Hamburg, 6–10 Sept.
The Continuing Education of Teachers in the Perspective of Lifelong Education (International Review Meeting)

Hamburg, 11–15 Oct.
An Exploratory Study on the Evaluation of Learning Outcomes and Larger Impact of Literacy, Post-Literacy and Continuing Education Programmes in Developing Countries (Planning Meeting)

1983 Hamburg, 28 Feb.–4 March
European Conference on Motivation for Adult Education

Hamburg,, 18–22 April
The Development of Learning Strategies for the Post-Literacy and Continuing Education of Neo-Literates in Asian Countries in the Perspective of Lifelong Education

Hamburg, 2–6 May
International Meeting of Experts on the Implementation of the Principles of Lifelong Education in the Member States: Appraisal and Future Prospects

Hamburg, 12–16 Sept.
Identification and Analysis of the Content

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of Lifelong Education in Selected Aspects of Learning and Development: An Exploratory Study

New Delhi, 3–15 Oct.
Asian Orientation Seminar on the Development of Learning Strategies for Post-Literacy and Continuing Education of Neo-Literates in the Perspective of Lifelong Education

Neustedl am See, 4–7 Dec.
Third All-European Conference of Directors of Educational Research Institutions

1984 Hamburg, 19–23 March
An Exploratory Study on Monitoring and Evaluation of Learning Outcomes and Larger Impact of Literacy, Post-Literacy and Continuing Education Programmes in Developing Countries (Review-cum-Dissemination Meeting)

Hamburg, 3–7 April
The Development of Learning Strategies for Post-Literacy and Continuing Education for Latin America and the Caribbean Countries in the Perspective of Lifelong Education

Hamburg, 11–14 Sept.
Planning Meeting for Study on the Development of a Common Core of Curriculum at the Primary Level of Education to Make it More Relevant to the Communities in Rural Environments

Caracas, 27 Sept.–6 Oct.
An Orientation Seminar for Latin America and the Caribbean on the Development of Learning Strategies for Post-Literacy and Continuing Education in the Perspective of Lifelong Education

1985 Hamburg, 2–4 Jan.
The Study of the Development of a common core of Curriculum at the Primary Level of Education to Make it More Relevant to the Communities in Rural Environments

Hamburg, 20–22 Feb.
Higher Education, Research and Human Problems

Hamburg, 15–19 April
A Comparative Study on Current Experiments and Innovations in the European Region Aimed at Integrating in the General Education Curriculum (Primary Level), Basic Knowledge, Skills and Values Necessary for All Members of the National Community

Hamburg, 24–28 June
Development of Techniques and Procedures on Evaluation Pertaining to Programmes of Literacy and Post-Literacy in the Framework of Lifelong Education

Hamburg, 2–6 Sept.
The Development of Learning Strategies for Post-Literacy and Continuing Education for the Arab States in the Perspective of Lifelong Education (Planning Meeting)

Hamburg, 7–11 Oct.
Development of Techniques and Procedures on Evaluation Pertaining to Programmes of Literacy and Post-Literacy in the Framework of Lifelong Education

Hamburg, 28 Oct.–8 Nov.
An Orientation Seminar for the Arab States on the Development of Learning Strategies for Post-Literacy and Continuing Education in the Perspective of Lifelong Education

1986 Vienna, 20–21 Jan.
Fourth All-European Conference of Directors of Educational Research Institutions (Planning Meeting)

Bremen, 27 Jan. and Hamburg, 5 Feb.
Meetings for Planning a Long-Range Study of the Implications of Selected Global Developments for the Content and Process of Lifelong Education

Hamburg, 10 Feb.
A Meeting for Further Development of the Curriculum Study Focused on the Early Introduction of a Second Language in the Primary School Curriculum for Widening Learning Experiences

London, 14 Feb.
A Meeting for Environmental and Ecolog-

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LIST OF CONFERENCES 1952–2002

ical Issues, and Their Implications for Lifelong Education

Hamburg, 5 March
A Review Meeting of the Study of Adult Literacy and Basic Education in the Federal Republic of Germany

Hamburg, 9–13 June
Development of Learning Strategies for Post-Literacy and Continuing Education in Developing Countries: Evaluation and Follow-up Phase (Meeting of the Review Team)

Hamburg, 23–27 June
A Study of Curricula and Instructional Methods for Non-formal and Alternative Approaches to Education at the Primary Level in the Framework of Lifelong Education (Planning Meeting)

Hamburg, 8–12 Sept.
Review Meeting on the Development of Procedures and Techniques of Self-Evaluation Pertaining to Programmes of Literacy, Post-Literacy and Continuing Education in the Framework of Lifelong Education

Eger, 13–16 Oct.
Fourth All-European Conference of Directors of Educational Research Institutions

Hamburg, 10–14 Nov.
An Exploratory Study on the Implications of Selected Global Developments for the Content and Process of Lifelong Education (Preliminary Meeting)

Hamburg, 1–5 Dec.
Workshop of Specialists in Europe on Prevention of Functional Illiteracy and Integration of Youth into the World of Work

1987 Hamburg, 6–18 April
Review Meeting on the Development of Procedures and Techniques of Impact Evaluation Pertaining to Programmes of Literacy and Continuing Education in the Framework of Lifelong Education

Hamburg, 18–22 May
A Study of Curricula and Instructional Methods for Non-formal and Alternative Approaches for Education at the Primary Level in the Framework of Lifelong Education (Review Meeting)

Hamburg, 22–26 June
A Working Group Meeting on Post-Literacy and Continuing Education for the Basic Level and Beyond in the Perspective of Lifelong Education

Hamburg, 14–18 Sept.
An Exploratory Study of the Implications of Selected Global Developments for the Content and Process of Lifelong Education (Planning Meeting)

Hamburg, 5–9 Oct.
A Meeting on Development of Techniques and Procedures of Evaluation and Monitoring Pertaining to Programmes of Literacy, Post-Literacy and Continuing Education in the Framework of Lifelong Education

Hamburg, 9–21 Nov.
An International Orientation Seminar on Post-Literacy and Continuing Education for the Basic Level and Beyond in the Perspective of Lifelong Education

Prague, 26–27 Nov.
Fifth All-European Conference of Directors of Educational Research Institutions (Planning Meeting)

1988 Hamburg, 18–22 April
A Meeting on the Development of Techniques and Procedures of Evaluation Pertaining to Programmes of Literacy and Post-Literacy in the Framework of Lifelong Education

Hamburg, 6–7 May
Consultation with Non-Governmental Organizations on Research Priorities and Action in Education that UNESCO could Undertake During the Third Medium-Term Plan (1990-1995)

Hamburg, 16–20 May
A Working Group Meeting on the Training of Personnel for Post-Literacy and Continuing Education in the Perspective of Lifelong Education

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Hamburg, 12–16 Sept.
Expert Consultation of the European Region for the Promotion of Vocationally-Oriented Adult Education Programmes

Hamburg, 26–30 Sept.
An Exploratory Study of the Curricula and Instructional Methods for Nonformal and Alternative Approaches for Education at the Primary Level in the Framework of Lifelong Education

Triesenberg, 11–14 Oct.
Fifth All-European Conference of Directors of Educational Research Institutions

Hamburg, 31 Oct.–12 Nov.
An International Orientation Seminar on Post-Literacy and Continuing Education for the Basic Level and Beyond in the Perspective of Lifelong Education

1989 Hamburg, 20–24 March
A Meeting on the Development of Techniques and Procedures of Evaluation Pertaining to Programmes of Literacy and Post-Literacy in the Framework of Lifelong Education

Hamburg, 5–9 June
International Symposium on Innovative Methods of Technical and Vocational Education

Hamburg, 26–29 June
Consultation on the Relevance of the Content of General Secondary Education Taking into Account the Notion of Productive Work as well, in Anticipation of the Needs of Industrialized Countries in the Twenty-First Century

Hamburg, 30 Oct.–11 Nov.
An International Orientation Seminar on Post-Literacy and Continuing Education for the Basic Level and Beyond in the Perspective of Lifelong Education

1990 Hamburg, 18–22 June
Research on Evaluation in Literacy, Post-Literacy and Non-Formal Education

Hamburg, 1–4 Oct.
Round Table on the Complementarity of Formal and Non-Formal Approaches at the Primary Education Level

Bled, 9–12 Oct.
Sixth European Conference of Directors of Educational Research Institutions

Hamburg, 5–17 Nov.
An International Orientation Seminar on Post-Literacy and Continuing Education for the Basic Level and Beyond in the Perspective of Lifelong Education

Hamburg, 30 Nov.–1 Dec.
Adult Education and Work

Hamburg, 3–6 Dec.
Seventh Collective Consultation of Non-Governmental Organizations on Literacy and Adult Education

1991 Hamburg, 30 Jan.–1 Feb.
Consultation Seminar on Women's Challenge of Adult Education Action and Priorities

Hamburg, 9–12 April
European Preparatory Meeting for the International Congress on Population and Development

Hamburg, 18–19 April
Workshop on Adult Education for International Understanding, Human Rights and Peace

Hamburg, 3–8 June
Training Workshops on Monitoring and Evaluation of Nonformal Basic Education

Hamburg, 16–27 Sept.
An International Orientation Seminar on Post-Literacy and Continuing Education for the Basic Level and Beyond in the Perspective of Lifelong Education

Hamburg, 19–22 Nov.
Functional Literacy in Eastern and Western Europe

Hamburg, 4–7 Dec.
International Seminar on Adult Literacy in Industrialized Countries: The Future of Literacy and the Literacy of the Future

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LIST OF CONFERENCES 1952–2002

Hamburg, 16–19 Dec.
Workshop on Women and Literacy

1992 Hamburg, 21–23 April
Development of Appropriate Learning/ Teaching Strategies in Nonformal –Primary Education for Out-of-School Learners

Hamburg, 18–22 May
Post-Literacy and Basic Level Education: The Language Issues–Experiences of the African Region

Hamburg, 15–20 June
An Orientation Seminar on Monitoring and Evaluation of Nonformal Basic Education (NFBE)

Hamburg, 28 Sept.–9 Oct.
International Orientation Seminar on the Language Issue in Post-Literacy and Basic Level Education–Experiences of the African Region

Nitra, 27–30 Oct.
Seventh European Conference of Educational Research Institutions

Berlin, 19 Oct.–6 Nov.
Regional Training Workshop on Monitoring and Evaluation of Nonformal Basic Education (NFBE)

Hamburg, 6–7 Nov.
Unkonventionelle Wege zu Schrift und Kultur. Creativity and Basic Education

Hamburg, 30 Nov.–3 Dec.
Internationale Multiplikatorinnenausbildung. Train the Trainers in Information and Communication Technology

1993 Hamburg, 27 Jan.–2 Feb.
International Seminar on Women's Education and Empowerment

Hamburg, 24–28 May
Project on Post-Literacy and Basic Level Education: Asian and Pacific Experience

Berlin, 21–26 June
Séminaire de formation sur le contrôle et l'évaluation de l'éducation de base non formelle (EBNF)

Hamburg, 30 Aug.–2 Sept.
Interface Meeting on Nonformal Primary Education for Out-of-School Learners

Hamburg, 27 Sept.–8 Oct.
Inter-Regional Orientation Seminar on Quality of Life. Improvement Programmes in Literacy, Post-Literacy and Continuing Education–Experiences from Asia and the Pacific

Burkina Faso, 15 Nov.–3 Dec.
Atelier de formation sur le suivi-appui et l'évaluation de l'éducation de base non formelle (EBNF)

Barcelona, 17–21 Nov.
International Seminar on Policies and Legislation in Adult Education

Hamburg, 3–4 Dec.
Adult Education Provision & Participation

Berlin, 14–17 Dec.
Innovations in Non-Formal Basic Education of Adults

1994 Hamburg, 12–15 Jan.
International Seminar on Basic Education in Prisons

Berlin, 13–18 June
Orientation Seminar on Monitoring and Evaluation of Nonformal Basic Education

Hamburg, 25–29 June
An International Seminar on the Expanding Legislative and Policy Environment of Adult Education

Berlin, 30 Aug.–8 Sept.
Innovations in Non-Formal and Adult Basic Education (INNAE)

Hamburg, 26 Oct.–4 Nov.
The Expanding Legislation and Policy Environment of Adult Education and Training

Chiang Rai, 7–25 Nov.
Regional Training Workshop on Monitoring and Evaluation of Nonformal Basic Education (NFBE)

1995 Hamburg, 6–8 Feb.
NIER/UIE Study on Lifelong Learning Policies (Joint Meeting of the Researchers involved)

Nyeri, Kenya 27 Feb.–3 March
Monitoring and Evaluation of Nonformal Basic Education Programmes (Regional Seminar)

Nepal, 21–23 March
Women and Adult Education (National Seminar)

Bangladesh, 28–30 March
Women and Adult Education (National Seminar)

Brussels/Paris/Hamburg, April
Adult Education Participation Survey (Task Force)

UNESCO/Paris, 11–13 May
Research on the Impact of NFBE and its Contribution to EFA

Lovoca, Slovakia, early May
Literacy and Work

Hamburg, 15–19 May
Women and Adult Education (Research Workshop)

Berlin, 22–24 May
Expert Meeting on the Literate Environment

Asia, 7–10 May
Women and Adult Education (Synthesis Seminar)

Canada, end of June
Adult Education Participation Survey (Task Force)

Namibia 25 Sept.–6 Oct.
Monitoring And Evaluation of Nonformal Basic Education (Training Workshop)

Zschortau, 2–13 Oct.
Innovations in Nonformal and Adult Education (Review and Dissemination Seminar)

Paris, 11–13 Oct.
Expert Meeting for the 1997 Conference

Berlin, 16–20 Oct.
International Symposium on Future Trends in Adult and Continuing Educational and Vocational Education

Hamburg, 19–20 Oct.
31st Annual Meeting of U.N. Periodicals Editors

Hamburg, 13–17 Nov.
Women and Adult Education (Orientation Seminar)

1996 Hamburg, 29–31 Jan.
Creativity, Culture and Basic Education Non-Conventional Ways to Writing and Culture

Budapest, 22–25 Feb.
ALPHA Central and Eastern European Seminar Theme 3: Ensuring the Universal Right to Literacy and Basic Education

Québec, 28–31 March
ALPHA North American and West European Seminar Theme 3: Ensuring the Universal Right to Literacy and Basic Education

Hamburg, 18 April
Selection Committee for Literacy Prize

Hamburg, 20 April
Consultation Seminar for GB and IRE Board on CONFINTEA

Lanzarote, 28–30 April
Adult Education Indicators Seminar Theme 2: Improving the Conditions and Quality of Adult Learning

Hamburg, 28–30 May
Research Workshop on CONFINTEA

Hamburg, 4–6 July
German Commission on Educational Research in Cooperation with Third World Countries

Tokyo, September
NIER-UIE Research Project–Comparative Study of Lifelong Learning Policies

Bangkok, 1–7 Sept. or 8–14 Sept.
INNAE Asian Dissemination Seminar:

LIST OF CONFERENCES 1952–2002

Theme 2: Improving the Conditions and Quality of Adult Learning

Budapest, 5–9 Sept.
ALPHA Concluding Seminar: Ensuring the Universal Right to Literacy and Basic Education

Jomtien, 16–18 Sept.
Asian Regional Meeting on CONFINTEA

Salzburg, 17–20 Oct.
Lifelong Learning in the Changing Global Economy–Theme 5: Adult Learning and the Changing World of Work–Theme 9: The Economics of Adult Learning

Bogotá, 28 Oct.–3 Nov.
INNAE Latin American Dissemination Seminar–Theme 2: Improving the Conditions and Quality of Adult Learning

Hamburg, early November
Orientation Seminar on CONFINTEA

Brazil, 6–8 November
Latin American Regional Meeting on CONFINTEA

Barcelona, 12–14 Dec.
European Regional Meeting on CONFINTEA

1997 Helsingör, 6–7 Jan.
CONFINTEA Consultative Committee

Oaxaca, 15–18 Jan.
New Perspectives on Adult Education for Indigenous Peoples

Hamburg, 20 Jan.
European Meeting on Migrant and Refugee Adult Education

Brazil, 22–24 Jan.
Latin American Regional Meeting on CONFINTEA

Quezon City, 26 Jan.–2 Feb.
Regional Workshop on Monitoring and Evaluation

Cairo, 25–27 Feb.
Arab States Meeting on CONTINTEA

Chiang Mai, 24–28 Feb.
An International Seminar-Workshop on Promoting the Empowerment of Women Through Adult Learning

Hamburg, 7–9 April
Adult Education Documentation

Berlin, 7–9 April
Literacy of the Future

Berlin, July
Literacy and Development: Creation of a Literacy Environment Minority Rights in Adult Education

Hamburg, 13 July
CONFINTEA Consultative Committee

Hamburg, 14–18 July
Fifth International Conference on Adult Education (CONFINTEA V)

Helsingör, 20–23 July
Follow-Up Committee

1998 Mexico, 26–27 Jan.
Latin American Planning Meeting for CONFINTEA Follow-up

Cape Town, 2–8 March
Meeting on the Recommendations for a UN Adult Learners Week

Dakar, 16–20 March
African Regional Follow-up Forum to CONFINTEA

Philippines, 19–26 March
Democracy, Leadership and Women

Mumbai, 20–24 April
Preparatory Meeting of the International Working Group on University-Based Adult Education for the UNESCO World Conference on Higher Education

Barbados, 12–15 May
Sixth CARCAE General Assembly/-Regional Consultation on CONFINTEA Follow-Up

Ayutthaya, 8–10 June
CONFINTEA Follow-Up in Asia and the Pacific

Ebeltoft, 18–22 June
INFORSE Follow-up Meeting to CONFINTEA on Media, Environment and Citizens

Cotonou, 24 Aug.–8 Sept.
1-Day Workshop with five West African Countries during the Adult Learners Week

Brno, 8–12 Sept.
ALPHA 99 (Ecological Approaches to Basic Education) European Seminar

Beijing and Baobing, 8–12 Sept.
APPEAL Symposium on Basic Education and Lifelong Learning

Abidjan, 14–18 Sept.
UIE Seminar on the Use of Local Languages in the Process of Adult Learning (for 7 French-speaking West African countries)

Helsinki, 30 Sept.–4 Oct.
1-Day UNESCO Follow-up Forum at the Annual Meeting of EAEA

Paris, 5–9 Oct.
Special participation in the UNESCO World Conference on Higher Education

Hamburg, 9–10 Oct.
EXPO 2000 Global Dialogue, Consultative Meeting

Riga, 16–18 Oct.
Post-CONFINTEA Meeting

Sinaia, 25–29 Oct.
Creating a New Vision: Feminist Leadership Development in Eastern Europe

Pátzcuaro, 26–30 Oct.
Sub-Regional Follow-up Forum for México, Central America and the Caribbean

Hamburg, 29–31 Oct.
Steering/Expert Meeting of Network of Networks

Egypt, November
ALPHA 99 Arab Seminar

Cyberspace II, 20–27 Nov.
International Online Forum Greater Accessibility of Adult Learning Through New Information Technologies–But How?

Montevideo, 18–20 Nov.
Sub-Regional Follow-up for the Southern Cone

Hamburg, 25 Nov.
Das UNESCO-Projekt CREFELD
Ein Modell für internationale Kooperation im Bereich Umwelt und Entwicklung

Kampala, 27–30 Nov.
Seminar on the Culture of Peace and the Prevention of Conflicts jointly organized with AWE

Tokyo, mid November
ALPHA 99 (Ecological Aspects of Adult Basic Education) Seminar for the Asian Region

Cairo, 26 Nov.–5 Dec.
ALPHA 99

La Habana, 2–4 Dec.
Adult Education and Population Issues

Cairo, 5 Dec.
CONFINTEA Follow-up Meeting for the Arab Region

Hamburg, 7 Dec.
Consultation Meeting for the Preparation for the International Year of Older Persons (1999)

1999 Bolivia, 19–22 Jan.
Sub-Regional Follow-up Meeting for the Andes Zone (Bolivia, Colombia, Ecuador, Peru and Venezuela)

Kampala, 21–24 Jan.
International Conference on Adult Education and Conflict Resolution (AWE/UIE)

Hamburg, 20–21 Feb.
Preparatory Meeting for the Public Round Table on Adult Learning and the Future of Work

LIST OF CONFERENCES 1952–2002

Harare, 18–13 March
International Seminar on Policies and Strategies in Adult Learning, Non-Formal Education and Open Learning (SADC CONFINTEA Follow-up Seminar on Policy Development)

Quezon City, 14–20 March
International Seminar on the Monitoring and Evaluation of Adult Education from a Gender Perspective

Sinaia, 18–23 March
Final ALPHA 99 Seminar on Ecological Approaches of Basic Education Programmes

Pátzcuaro, 22–25 March
Sub-Regional Follow-up Meeting for México, the Carribean and Central America (Costa Rica, Cuba, El Salvador, Guatemala, Haiti, Honduras, México, Nicaragua, Panamá and Dominican Republic)

Nishni Novgorod, 25–27 March
Russian CONFINTEA Follow-up Conference

Hamburg, 12 April
Pre-Selection Committee for the International Award for Literacy Research 1999

Dortmund, 26–27 April
First Planning Meeting for the Preparation of an International Comparative Study on Intergenerational Learning and Ageing

Hong Kong, 26–29 April
The Asian-Pacific Conference for the International Year of Older Persons

Seoul, 26–30 April
Preparatory Meeting for the Second International Congress on Technical and Vocational Education

Frankfurt, 16–21 May
Lernfest (German Adult Learners Week)

Ouagadougou, 17–21 May
Séminaire sur Politiques et stratégies en éducation des adultes: actions innovatrices dans les pays de l'Afrique subsaharienne

Brussels, May
European Seminar on Education in prisons (to examine the first results of the international survey on education in prisons)

Namur, 22–26 June
Seminar on Literacy in French-speaking Industrialized Countries

Tokyo, 6–8 July
Planning Meeting for the Joint UIE-NIER Comparative Study on Use of New Media in Adult Learning

Cardiff, 7 Sept.
First Planning Meeting for a Comparative Study: Linking School and Community in the Intergenerational Curriculum

Manila, 25–27 Sept.
CONFINTEA Follow-Up Forum

Hamburg, 2 Oct.
Worldwide Global Walk Event on Active Ageing

Maastricht, 13–14 Oct.
Intergenerational Programme to Promote Social Change

Yaoundé, October
Séminaire sur politiques et stratégies en éducation des adultes: action innovatrices dans les pays de l'Afrique centrale et de l'Est

Paris, 16–20 Oct.
International Survey on Adult Education for Indigenous Peoples

Paris, Oct.Nov.
30th General Conference of UNESCO

Québec, 29 Nov.–2 Dec.
European Regional Seminar on Policies and Strategies in Adult Learning

2000 Paris, 14 Jan.
Meeting of the Task Force of Global Dialogue 7, EXPO 2000 Hanover

Warsaw, 6–8 Feb.
Education for All–Assessment 2000
Regional Meeting Europe–North America

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Hamburg, 7–8 Feb.
First Steering Committee Meeting on A Joint International Comparative Study on Interactive Intergenerational Learning by UIE and IBO (The International Baccalaureate Organization)

Washington DC, 2–3 March
Meeting of the Working Group for International Cooperation in Vocational and Technical Skills Development

Sèvres, 27–29 March
Literacy Decade Drafting Group Meeting

Dakar, 26–28 April
Education for All–Assessment 2000
World Forum, Round Table No. 3: Literacy for All: A Renewed Vision for a Ten Year Global Action

Ottawa, 30 April–3 May
Meeting on Prison Education: Towards Reintegration

Berlin, 8 May
Presentation of the Programme of Global Dialogue 7; Meeting of the EXPO Steering Committee

15 May / Hamburg, Paris, London, New York, Washington DC, Cape Town, New Delhi,
Teleconference on International Adult Learners Week and International Literacy Day

Hamburg, 29–30 May
Preparatory Meeting for Workshop 21 and the Launching of the International Adult Learners Week at EXPO 2000 Hanover: Meeting of the Steering Group

Paris, 22–23 June
Second World Meeting on Self-Directed Learning

Paris, 26 June
Preparatory Meeting with IIEP on the launching of five Country Studies on Analysing Learning Issues in Training Opportunities for Young Adults in the Informal Economy

Hanover, 6–8 Sept.
EXPO 2000 Hanover, Global Dialogue 7: Workshop 21 on Building Learning Societies–Launching of the International Adult Learners Week

Cape Town, 9–11 Oct.
Workshop on Adult Learner Friendly Universities in the context of the Conference on Lifelong Learning, Higher Education and Active Citizenship

Hanover, 17–19 Oct.
EXPO 2000 Hanover, Global Dialogue 10: Synthesis of all Global Dialogues

Chiang Mai, 23–29 Oct.
Regional Workshop on Developing Empowering Educational Strategies and Gender-Sensitive Materials for HIV/AIDS Prevention

Tokyo, 9–11 Nov.
NIER/UIE International Seminar on Lifelong Learning in the Information Age: Transnational Study on Media Literacy in the Advent of Learning Societies

Nairobi, 13–17 Nov.
Regional Workshop on Developing Empowering Educational Strategies and Gender-Sensitive Materials for HIV/AIDS Prevention

Hamburg, 27–29 Nov.
International Round Table on New Challenges of Lifelong Learning in the Globalizing World

Yaounde, 1st Week of December
Expert Meeting on Adult Education in Central African Countries: Assessment and Perspectives for the Future

Bangkok, 10–13 Dec.
Regional Expert Meeting on the UIE-PROAP Joint Study on Asian-Pacific Perspectives and Practices in Lifelong Learning

2001 Rabat, 26–27 Feb.
Non-Formal Education: Stocktaking and Prospects–Within the Framework of CONFINTEA Follow-Up and the Evaluation of Literacy and Adult Policies

LIST OF CONFERENCES 1952–2002

Bonn, 12–16 March
UNESCO Staff Strategy Workshop on Technical and Vocational Education and Training

Copenhagen, 4–6 April
International Conference on Citizenship, Adult Education and Lifelong Learning

Senegal, 21–23 May
Workshop on the Contribution of NGO/CSOs to EFA

Bamako, 24–28 May
Experts Meeting on Setting Up of an Academy of African Languages

Mindanao, 6–9 June
National Workshop on Empowering Educational Strategies for AIDS/HIV Preventive Education and Sensitive IEC Materials

Brussels, 19 June
Task Force on Indicators of Quality LLL

Paris, 18–20 June
Workshop on Literacy Assessment & Indicators of NFE

Beijing, 28–29 June
Review Meeting of the External Evaluation Team

Beijing, 1–3 July
International Conference on Lifelong Learning: Global Perspectives in Education

Nairobi, 9–13 July
African Workshop on Empowering Educational Strategies for AIDS/HIV Preventive Education and Gender-Sensitive IEC Materials

Bangkok, 12–14 July
Annual Meeting of the CC of NGOs on Literacy and EFA

Kathmandu, 24–27 July
Education, Training and Skill Formation for Decent Work in the Informal Sector: Reporting of Country Studies

Gaborone, 25–27 July
Consultative Meeting of the Editorial Board. Preparing a Series of Textbooks on Adult Learning from African Perspectives

Ocho Rios, 9–11 Aug.
ICAE World Assembly

Arvidsjaur, 16–18 Aug.
Social Competencies of Learning, a Relation Causing Many Questions

Bamako, 1–8 Sept.
Experts Meeting on the Academy of African Languages

Interlaken, 10–14 Sept.
Skills and Knowledge for Work and Life

Bath, Sept. or Oct.
UIE/IBO Steering Committee for the 2nd Phase of Research on Intergenerational Learning

Arusha, 7–11 Oct.
ADEA Biennial Meeting

New Delhi, 15–19 Oct.
Sub-Regional Policy Dialogue on Adult and Lifelong Learning (Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan, Laos, Vietnam, Myanmar and Cambodia)

Cotonou, 22–26 Oct.
Seminar on Raising Literacy and Adult Education Levels

Kunming, November
National Workshop on Empowering Educational Strategies for AIDS/HIV Prevention and Gender-Sensitive IEC Materials

Hamburg, 5–9 Nov.
The Making of Literate Societies Revisited

Brussels, 19–21 Nov.
Adult & LLL in Europe

Kiev, November
International Conference on Pursuing Democracy Through Lifelong Learning: Concepts and Practices Across the Globe

Bamako, December
Official Launching of the Academy of African Languages

2002

Geneva, 8–14 Jan.
Capacity Building

Paris, 29–30 Jan.
Editorial Board, preparation of Dakar Monitoring Report

Gaborone, 28 Jan.–2 Feb.
Editorial Board, Textbook Series

Geneva, 11–13 Feb.
DeSeCo (Definition + Selection of core competencies)

Gaborone, 18–22 March
Writers Workshop, Textbook Series

Budapest, 29–31 March
Development of an Advocacy Guide

Sofia, 15–19 March
Sub-Regional Meeting of South-Eastern Europe on Lifelong Learning

Keele, 2–4 April
ICIP International Conference

Hyderabad, 7–10 April
Policy Dialogue on Adult Learning

Antigonish, 11–13 April
ALADIN Task Force Meeting

Hamburg, 25–26 April
Interagency Conference, Lifelong Learning Workshop Group, STLA

Hamburg, 27–28 April
Advisory Group on the Mid-Term Review of CONFINTEA 2003

Gabarone, 28–30 May
Sub-regional post-literacy Workshop

St. Domingo, May
Regional Series Meeting Latin America

Torino, 30 May
International Congress of EURAG
(the European Federation of the Elderly)

Hamburg, 17–19 June
Democracy and Adult Learning

Hamburg, 10 June
Literacy Award

Glasgow, 18–24 Aug.
68th IFLA Conference: Libraries for life: Democracy, Diversity, Delivery

Canada,
ALADIN Task Force Meeting

São Paulo, 9–13 Sept.
International Adult Learners Week

Pretoria, Sept.
International Workshop on Training of Adult Educators

Morocco, 24–26 Sept.
Politiques et stratégies des jeunes non scolarisés et des adultes au Maghreb et en Egypte

Sofia, 9–13 Oct.
Lifelong Learning in the Pursuit of EFA Goals and the CONFINTEA V Agenda

Lomé, 4–6 Nov.
Language policies

Jakarta, Dec.
Preparatory Meeting, Basic Learning for Adults and Poverty Alleviation

Strobl, 6–8 Dec.
Adult Learners Week

INDEX OF ILLUSTRATIONS

p. 7 UNESCO Institute for Education
Photo: Antje Hecker

p. 9 UNESCO Institute for Education
Photo: H. U. Deicke

p. 12 UNESCO Institute for Education
Photo: Jörg-Martin Schulze

p. 17 UNESCO Institute for Education
Photo: Antje Hecker

p.18 UNESCO Institute for Education

p.19 UNESCO Institute for Education

p. 20 UNESCO Institute for Education

p. 22 Letter of Konrad Adenauer to M. Brauer: Staatsarchiv Hamburg

p. 24 UNESCO Institute for Education
Telegram Jean Piaget: UNESCO

p. 25 UNESCO

p. 26 UNESCO Institute for Education

p. 27 Archives of the Odenwaldschule, Heppenheim

p. 28 UNESCO

p. 29 Library of History Education, German Institute for International Educational Research, Berlin

p. 31 Photo: Bernard Vallée

p. 32 Publifoto, Rom, Archives of the Association Montessori Internationale, Amsterdam

p. 36 UNESCO Institute for Education

p. 37 UNESCO Institute for Education

p. 38 UNESCO Institute for Education

p. 40 UNESCO Institute for Education

p. 41 top left: UNESCO Institute for Education
bottom right: UNESCO Institute for Education
Photo: Jörg-Martin Schulze

p. 42 UNESCO Institute for Education
Photo: Jörg-Martin Schulze

p. 43 UNESCO Institute for Education
Photo: H. U. Deicke

p. 44 UNESCO Institute for Education
Photo: H. U. Deicke

p. 46 top left: UNESCO Institute for Education
Photo: Antje Hecker
bottom right: UNESCO Institute for Education

p. 47 top: UNESCO Institute for Education
bottom: Jürgen Forkel-Schubert

p. 49 UNESCO

p. 58 UNESCO Institute for Education

p.59 UNESCO Institute for Education
Photo: Antje Hecker

p. 60 Walther Merck: Landesmedienzentrum Hamburg
A. St. Langeland: UNESCO Institute for Education

p. 61 Hans Wenke: UNESCO Institute for Education
Saul B. Robinsohn: Max Planck Institute, Berlin

p. 62 Gustaf Ögren: The Swedish Educational Broadcasting Company Utbildningsradio AB, Stockholm
Tetsuya Kobayashi: Tetsuya Kobayashi

p. 63 Dino Carelli: UNESCO
Ravindra Dave: UNESCO Institute for Education

p. 64 Paul Bélanger: UNESCO Institute for Education
Photo: Jörg-Martin Schulze
Adama Ouane: UNESCO Institute for Education
Photo: Antje Hecker

p. 78 UNESCO Institute for Education,
Photo: Antje Hecker

p.79 UNESCO Institute for Education

p. 80 UNESCO Institute for Education
Photo: Antje Hecker

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103

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Learning plurality, autonomy, creativity

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